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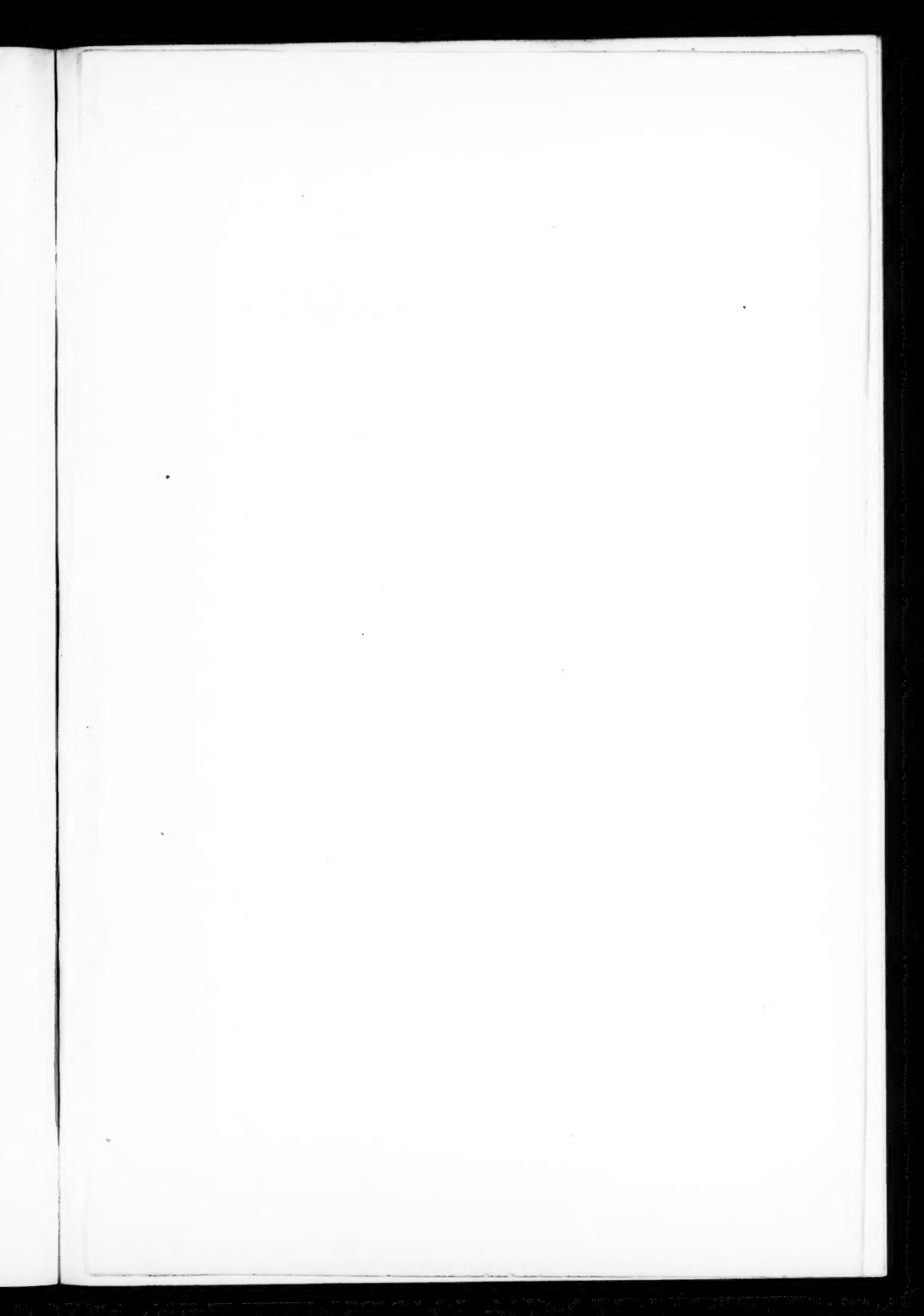
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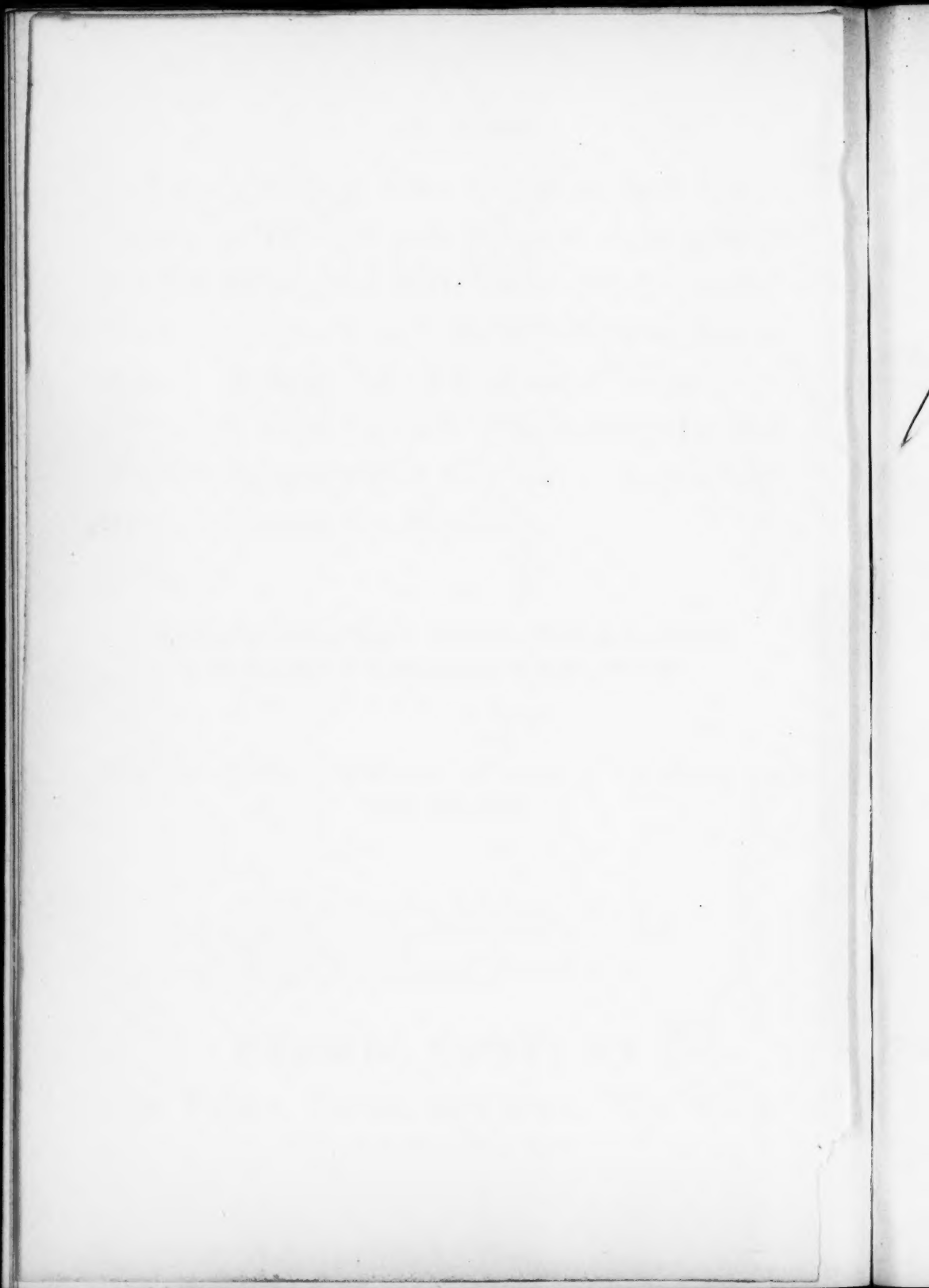
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Public Libraries

(MONTHLY)

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Scholarship for the Trained Librarian

W. E. Henry, state librarian of Indiana

I was greatly pleased to read the letter from my good friend, Dr Canfield, upon the value of trained librarians. He has emphasized very strongly, as he usually does, the theme of his discussion, but no one knowing Dr Canfield would expect him to have "half-baked" opinions. However, if it were possible to be even more positive than he has been, I should be glad to be so. I wish, however, to emphasize another phase of the same theme and I speak from both observation and experience. I wish to discuss briefly and as complementary to Dr Canfield's discussion, the larger need of scholarship for the trained librarian, and especially this larger need for the librarian of the small library where every item of information must be available.

One of the earliest A. L. A. conferences the writer attended comes vividly to mind in contemplating this theme. On that occasion he heard a remark not intended for popular consideration, but after some years have elapsed it looms up as one of the best of all the good things heard in many conferences.

The remark passed between two of the substantial and most highly regarded librarians of the Atlantic coast states and the occasion was the general discussion of library training, in which, as is frequently true, training was emphasized to the exclusion of every native trait or acquired accomplishment.

Said Mr — to his friend, seated near

by: I gladly admit all the good things that can be urged in favor of technical training, but in the last analysis they must come to recognize that the real librarian has always been and must ever be the man or woman with scholarship, broad information, comprehensive grasp and a seeker after information, one by nature a helper and director of others.

I wish each person who contemplates taking a course in library training as well as every one who has an ambition or a "call" to establish a training school for librarians might have stood beside these two librarians as I did upon that occasion, for I am aware that it is an unpopular undertaking to try to convince any considerable number of persons already in a profession, or rather following an occupation, as well as a very large proportion of persons taking a course of training promised to fit them for this pursuit, that they are not fitted and never can be well fitted for this same occupation.

I think it safe to say that no person need hope to make any considerable success in any intellectual pursuit who has not as a foundation at least a generous and comprehensive education in either experience or books or in both.

The office buildings of all our cities are pigeon-holed with lawyers and doctors with a meager special training and a still more deficient general education and they are "on their uppers" unless they in despair have taken to trickery outside of their legitimate lines, which in its last stage is usually called "promoting."

I am sure there is no branch of intellectual activity that requires so comprehensive a view of life and knowledge as librarianship. There is no position from which so much of information and intelligent and sympathetic direction is reasonably expected as in librarianship.

There are few institutions in which the real efficiency of the institution is so dependent upon the cultural attainments of directors and employees as is a library. If every patient who goes to the physician had already diagnosed his case and fully understood his condition and could name the remedy, then the drug clerk could easily be substituted for the physician, but it is not so and the physician with the best possible preparation, not alone specific and professional but in general information and culture, is needed.

It is more apparent all the time that not less than the equivalent of a college education can justify any person in taking up librarianship and even that will always fall far short of the requirements of the position. College graduation and degrees are not the things needed, but the culture and experience and comprehensive view usually resulting from college work are the necessary attainments. So much science, so much history, so much of mathematics, so much of language are not the needful accomplishments for librarianship, but the relationships of men and things revealed by these lines are vital.

In a library staff of eight persons, five have college or university degrees, yet the one constantly recurring deficiency is lack of knowledge; more information, a more comprehensive scholarship is the one thing needful.

We have been told that we are justified in giving library training to people of meager attainments because they can fill the places in the small libraries. If there is a place that these people are not fitted to fill, it is just that position. In a large staff there are positions to be filled in which the work is largely or possibly entirely formal and mechanical where such persons do not become the direct servants and helpers of the peo-

ple, but not so in the small library. In the small library where the one person must be all things to all people, executive, reference librarian, cataloger—not only to diagnose the ailment but prescribe the remedy—the helper of all and the director of many who come, general scholarship is a necessity for efficient work. A quarter of a century ago the theory prevailed in educational circles that “just anybody” can teach little folks—the primary pupils. That theory has been exploded in school education and it must be exploded in library education.

The fact that the small library has scant resources in any line doubly emphasizes the necessity for making every item of information serve to the limit of its capacity.

If book titles could always indicate in detail the contents of the volume, library work would be greatly simplified. If the best catalog could exhibit even a small fraction of the contents of any library, librarianship would be easy, but these conditions do not exist nor can they exist. There is absolutely no substitute for comprehensive scholarship and continued studentship. When a subject of information or investigation is proposed, the broadly educated librarian sees a dozen avenues of approach when others see but the title which usually is not more than a bare suggestion.

A certain justice of the peace, when questioned by a complainant as to the penalty that could be imposed upon a neighbor who had broken the complainant's pump, looked carefully through the index to the revised statutes and reported that nothing could be done as the word pump did not occur in the laws. Librarians do not make such absurd blunders, but I have known persons working in libraries to do similar things.

All indexes and all catalogs, however carefully and exhaustively prepared, are constructed on fundamental principles of generalized and classified knowledge and the user of these aids must be able to follow a suggestion into all its

ramifications, and comprehend in his view a universe that even the seeker after knowledge did not see.

A well-trained and able lawyer looked in the cyclopedia under Public accounts to find how accounts are kept on convict labor contracts, the librarian helped him by classification and generalization.

It has been argued that the small library can not pay for the larger scholarship. This is to some degree true, no doubt, but I am certain it is not so great a bar as has been urged. There is no other single influence so strongly tending to lower library standards as the encouragement now being given to meagerly educated people to enter library training schools. The person coming from the library schools of the highest standards of scholarship is a "trained librarian." The person coming from a school demanding the least is a "trained librarian." To the popular mind and to the average board of library trustees these two "trained librarians" look precisely alike. In the first sifting the lighter weight material comes to the top.

I am half inclined to think it might be better that a given community delay the coming of its library awhile than that an earnest effort be misguided; that a hungry people be left for a while unfed rather than have their digestion forever impaired by illy selected and poorly prepared food.

Let us not forget the millstone that might be hanged to the neck of the one who should offend one of these little ones, and it will be well if the community illy served shall not be drowned in the depth of the sea and not alone the offender.

The library is everybody's cause. It is to be a means of education as long as people live. If people are to grow in culture and strength we must get them into the library. Few can read. Until a reader takes the thought of books as readily as he takes the thought of a speaker he can not read. The librarian must give readers their second mind.

Gold Ink Marking

Mary R. Caldwell, librarian, Jacob Tome institute

Since we are having many inquiries in regard to the gold ink marking, it may be well to publish more definite facts about material and tools used, thus making a short cut for both questions and answers.

At present, we are using ink prepared by Devoe & Co., corner Fulton and Williams sts., New York, price 25 cents per bottle. We have used several other makes, and so far have had but one poor bottle of ink. This quantity marks about 500 books. If the ink is too thick, thin it with a little water—we tried alcohol, but it was not successful. The bottle must be thoroughly shaken before beginning work, then the shaking must continue as long as the work does. If shot is put into the bottle, or if the cork is secure and the bottle is turned upside down, the amount of shaking necessary will be considerably decreased.

The pen we use is made by C. Howard Hunt Company, and is marked, World No. 25 round point pens. I do not know the address of the Hunt Company, but think our pens came from John Wanamaker of Philadelphia. Any straight stub pen, without indentation, from which the ink flows freely will do as well as the Hunt.

The varnish is the Lucas orange shellac. We thin with wood alcohol until it covers smoothly. One must be careful not to work the varnish much, as this turns it white.

One question that is asked frequently, is, Do you have to re-mark? Yes, we have to re-mark with every ink that is used except the black, waterproof ink, and this can be used on such few books that one need not consider it, excepting to say, use it when you can. I do not know of any process of marking, except that of tooling, that will not have to be renewed occasionally. There are several difficulties in the way of tooling. It may be possible that in time someone will be able to explain to us how we may get rid of these difficulties.

Concerning Publications of U. S. Department of Agriculture

EDITOR PUBLIC LIBRARIES:

I send you a copy of a letter which I wrote to the Department of agriculture recently, together with a reply which I received from the department, believing that the information conveyed in the reply may be of interest also to other libraries than the Newberry.

Yours very truly,

WM. STETSON MERRILL.

The Newberry library, Chicago, Jan. 15, 1906.

GEORGE WILLIAM HILL, Chief
Division of Publications,
Department of Agriculture, Washington.

Dear Sir:

As there seems of late to be an increasing tendency on the part of the Department of agriculture to issue independent publications—i. e. without serial numbers—I beg to point out the disadvantages of this mode of issue so far as libraries are concerned.

The list of serials issued by the John Crerar library records eight libraries of Chicago and vicinity as receiving agricultural publications currently; and by means of this list any of the serial issues of the Department of agriculture may be instantly located in any library of this city. Our own practice in regard to these publications is to record them in a "serial record" by number and to insert the departmental cards in our catalog; and I presume the practice of other libraries is similar.

Independent leaflets, on the other hand, can not be listed by number and must receive all the attention usually bestowed upon a book—entry in the accession catalog and in the official catalog, classification, etc. Such an amount of labor and its attendant expense no library can afford to bestow upon a mere page. We are holding a number of these publications at present waiting to see what the future policy of the department will turn out to be in such cases.

In view of these facts I beg to recommend that the department continue its practice of numbering all its publications, especially those of less importance or length; and I believe librarians would approve this recommendation generally. Yours respectfully,

WM. STETSON MERRILL,
Chief classifier.

WM. STETSON MERRILL,
Chief classifier, The Newbury library,
Chicago, Ill.

Dear Sir:

Your letter of the 10th instant has been received, in which you refer to the increasing tendency on the part of the Department of agriculture to issue independent publications, that

is, without serial numbers, and pointing out the disadvantages of this method so far as libraries are concerned. In reply I beg to state that the independent leaflets to which you refer are not considered as publications and are not distributed as the regular publications, are disseminated. Generally speaking, the rule might be laid down that unless a pamphlet bears a serial bulletin or circular number, it is not considered a publication. A great many leaflets and circulars are printed for use in correspondence and in the distribution of seeds, plants, etc., which are more in the nature of instructions to recipients, which should not be listed by libraries, inasmuch as they are not considered publications of the department and are not available for distribution to miscellaneous applicants. It is probable that the unnumbered pamphlets which find their way to your library come to you from the superintendent of documents and not from this department. This office has several times made the recommendation to that official that the unnumbered leaflets, many of which are mere office blanks, should not be listed nor distributed by him to the libraries, as it is not believed that any good purpose is served by listing pamphlets which are not publications, which could not be had upon publication, and which were never intended for general distribution. Your feeling about these leaflets and circulars would be a perfectly natural and correct one if they were publications. It is unfortunate that they were ever sent to you.

Very respectfully,

JOS. A. ARNOLD,
Acting editor and chief.

U. S. Department of agriculture, Division of publications, Washington, D. C., Dec., 22, 1905.

Unintentional Advertising

Many books owe their local notoriety (frequently short-lived) to the fact that a librarian permits her private opinion regarding them to be made public through the newspaper. The conscientious librarian in estimating relative values in her library, especially in connection with children's books, has a right and a duty in deciding as to what books shall be placed invitingly on the open shelves, or as to whether, among the multitude of books, a certain book shall be purchased. Few libraries have the funds to buy all the books that are sought for by "the public," nor would it be desirable; a librarian who uses careful discrimination in the selection of books bought with the people's taxes has no apology to make for attempting at all times to have the selection whole-

some, helpful, and stimulating. All books, even reasonably good, can not find a place on the shelves of our small libraries. The judgment of the librarian and book committee is likely at fault sometimes, in making selections, but certainly it is a part of their responsibility which can not be evaded. Notwithstanding these considerations, however, it is not necessary that these decisions shall be heralded in the public press, any more than that the decisions of a teacher as to the particular methods of instructing a certain grade shall be. A library is stronger and has the confidence of the community in much larger measure, if trustees and librarians avoid any mention of decisions regarding the exclusion of certain books. By all means bar the books which you consider objectionable, but do not announce the fact. You can not buy all books, hence careful selection is imperative. The library's records are always open for public inspection and those who are making a study of these matters can easily gain the information needed, at the library, but the advertising of undesirable books is certainly not the function of the library.

Newspapers are the strong friends and allies of public libraries and the reporter should always be welcomed and given any items regarding the library, the publication of which will be helpful to the library and the people. But there is advertising and advertising, and by all means, do not confuse the exploiting of an undesirable book with good advertising.—*Quarterly of the Iowa library commission.*

An Example Worth Following

The following memorial was unanimously adopted at a recent meeting of the library club as noted, and serves as a model for action by other organizations:

The Western Massachusetts library club has learned with deep apprehension of a proposed amendment to the copyright law which would deprive public libraries and other educational in-

stitutions of their privilege of importing copyrighted books, except after obtaining the written consent of the holders of the American copyrights.

Such an amendment would in practice prohibit these imports altogether.

When, in 1897, a clause of the proposed Dingley tariff law abolished the privilege of free importation by libraries and subjected such imports to a duty, so great a protest arose from all parts of the country that this illiberal provision was immediately defeated. The amendment now proposed would go much farther, and instead of merely taxing, would in effect prohibit the importation of copyrighted books by libraries altogether.

It would, by increasing the cost of books to libraries, diminish their resources and lessen their educational influence.

It would seriously hamper them in securing new books promptly.

It would involve immense labor to ascertain in every instance, before ordering a book abroad, whether it had been or would be copyrighted here.

It would largely prevent importing secondhand books or private collections for American institutions of learning.

At a special meeting, the following resolution was unanimously adopted:

Resolved, That the Western Massachusetts library club, representing the interests of 41 public libraries, confidently believes that the existing law permitting the free importation of books, maps, music, photographs, etchings, lithographic prints, and charts by libraries and other institutions of learning, is a just and wise statute; and that any amendment prohibiting importation of such copyrighted articles, except after obtaining the consent of the holders of the American copyrights, would render nugatory the beneficent purpose of the said law, which is designed to increase the facilities of education and to advance learning in the United States.

Voted, That the secretary send copies of the above to the Librarian of Congress, to the library representatives in the copyright conference, to libraries and colleges within the club's district, to other library associations, to the library journals, and later to the state's representatives in Congress.

JAMES A. LOWELL, Sec.

Springfield, Mass., Jan. 20, 1906.

This is an example for others.

American Library Institute*

The much-discussed Library academy has after mature consideration completed its organization, adopted its constitution, and is about to announce its first list of 70 fellows. After consideration at St Louis and Portland, the A. L. A. by unanimous vote created the proposed library senate under the name American library institute. The resolutions of council and A. L. A. were as follows:

Resolved, That the members of the council present approve the plan submitted by the Library academy committee to establish an American library institute to consist of 100 persons chosen from English-speaking America as likely to contribute most to library progress by conference together, and recommend that A. L. A. take direct action by passing the following.

Resolved, That the ex-presidents of the A. L. A. be elected the first members of this institute, with power to add to their number, to organize and adopt needed rules, provided that all ex-presidents and members for each current year of the executive board and council of the A. L. A. shall have seats in all meetings of the institute.

The first institute board elected was: Melvil Dewey, president; F. M. Crunden, J. H. Canfield, J. C. Dana, and F. P. Hill; H. J. Carr, secretary.

The sole standard is ability to help solve the large library problems. No one has a claim to membership because he lives in a section having no fellow or occupies a position of prominence. The man or woman who in the judgment of the institute can be most helpful in its deliberations is to be chosen for each vacancy.

The board has voted to leave 30 vacancies. The result of the ballots already taken is the election of 44 fellows including the 15 ex-presidents. The board meets in Atlantic City, March 10, to make up its nominations for the 26 vacancies and lay out the program for the July meeting with the A. L. A.

There are no honorary members. Besides the regularly elected fellows, four classes have seats in all institute meetings:

1. All ex-presidents of the A. L. A.

2. Members of the A. L. A. executive board.

3. Members of the A. L. A. council.

4. Foreign or corresponding members elected within five years.

Foreign members who take no active interest in the work are dropped out after each five-year revision, thus eliminating "dead wood."

Election of new fellows is so important as to results, and is the assignment of an honor which will justly be so much coveted by every librarian, that the board is required when submitting its nominations to give a summary of reasons for the selection of each candidate. The vote is by every fellow in writing and strictly confidential, and no one can become a fellow till three-fourths of all the other fellows have expressed deliberate judgment that his name should be added to this honor roll of the library senate.

While not required by constitution, it is understood that one of the institute meetings will be held in connection with the A. L. A. and that at least one other shall be called at a time and place where there will be more ample opportunity for consideration of large questions of librarianship than is afforded by any of the present library meetings.

The dues for the full ten-year term are \$10, but those elected for short terms or to fill vacancies will pay only pro rata.

One unusual provision makes it possible to determine exactly who voted for or against any measure at any meeting. Another leaves small meetings entire freedom to discuss and express opinions, but these will be the opinions of those present and not of the institute unless they have been formally submitted to all the fellows.

The committee on the book of views of the Northwest trip has been unavoidably delayed in collecting material. The railways have been generous in lending cuts, and the book will contain many more illustrations, and better ones, than it could have had if time had not been taken to collect electrotypes.

* The material concerning the A. L. I. was received too late to include all of it. A brief outline of its principal points only is given here.

Discussion of Proposed Amendment to Copyright Law

A meeting of the executive board of the American library association was held at the Mercantile library at New York city on Jan. 11, 1906, to afford opportunity for the discussion of the revision of the importation clause in the present copyright law, and to prepare a substitute clause, which shall be acceptable to all interests concerned, for the new codification of the new copyright law. There were present at this conference for the executive board, Frank P. Hill, president, Dr E. C. Richardson, G. M. Jones, Caroline H. Garland, Helen E. Haines, J. I. Wyer (acting as secretary); by invitation A. E. Bostwick, H. C. Wellman, J. H. Canfield, W. C. Kimball, W. T. Peoples, W. P. Cutter, Miss Lord, and Miss Plummer, librarians, and George Haven Putnam, William Appleton and Charles Scribner, publishers. Pres. Hill opened the meeting by stating as the reason for its call the desire to reach a better understanding by both publishers and librarians as to the different points of view which are held regarding the desired exemption from importation duty of certain classes of books. He then called upon George Haven Putnam, who briefly sketched the history of copyright legislation in the United States, touching upon the existing differences between publishers and authors and librarians and offered the following draft of a paragraph suggested for correction of the importation clause of the existing copyright statute:

The importation shall be permitted as follows: Copies of an edition of a copyrighted book, which has been printed abroad with the authorization of the author or proprietor.

1 When imported by the authority of the United States, or for the use of the United States, or by or for the use of the Library of congress.

2 One copy of any such book imported at any time, when so imported for use and not for sale, for the use of any college, university, public library, or educational society, which has been duly incorporated; but such privilege of importation for such incorporated society shall apply to the foreign edition of a book that has secured American copyright only in the case in which the American edition of such book does not contain the complete material, text, and illustrations

as printed in the authorized foreign edition of such book.

3 When specially imported, not more than two copies in any one invoice, under the permission given in writing by the author or proprietor of the American copyright of such work.

4 When such books form parts of libraries belonging to persons or families from foreign countries, if the copies have been actually used abroad by such persons and are not intended for sale in the United States.

5 All classes of works in raised print for the use of the blind.

In the following discussion, Mr Putnam was questioned closely by W. P. Cutter, Dr J. H. Canfield and Dr E. C. Richardson as to the exact bearing and the effect of this suggested clause upon the conditions now existing under the present law. Mr Appleton was then called upon and stated that unless an agreement could be reached between librarians and publishers, which would secure to authors the right to control their market in every country without likelihood of ruinous importation of cheaper editions from other countries, it would be of little benefit to remodel the present copyright law. Upon invitation from the chair, Mr Scribner called attention to the greatly increased importation by library associations and individuals in recent years under the duty free clause in the present law. Mr Scribner also stated that librarians have not appreciated the provision that they were for use and not for sale, and have sold worn-out, surplus or undesirable books, which in turn have found their way into the market to the detriment of the authorized editions. In reply to a question from Dr Canfield, Mr Scribner further stated that the new law would prohibit the importation by libraries or individuals of either first or secondhand copies of American books bearing the copyright notice of our government, whether purchased alone or in a library bought en bloc. Invitation from the chair to librarians present resulted in the following expressions. Dr Richardson assured the publishers that librarians were in sympathy with the contention of authors and publishers in this matter, and that the attitude of librarians is not that of asking privileges or concessions

"de novo," but simply to keep what we now have, and that the new provision requiring written permission of the author or proprietor of American copyrights and the knowledge as to whether a given book has been copyrighted for America would cause annoyance and loss, specially to the larger libraries. Dr Canfield was in cordial sympathy in making what order was possible from the present unsatisfactory condition of the copyright law and felt that publishers, to make their position tenable, should be able to show very clearly that importation of American copyrighted books by libraries to be placed before the public on library shelves is actually injurious to the American author. Mr Putnam replied that no statistics on this point were available, but that the American publishers who have business houses abroad know through business knowledge that thousands of dollars worth of such books are brought in each year. Mr Bostwick stated that the librarians were now making the three following concessions in this matter, which he thought were all the publishers could fairly ask.

1 Consenting to the reduction of copies from two to one.

2 Relinquishment of the right to import unauthorized editions.

3 The restriction of the importation privilege to incorporate institutions only.

W. P. Cutter offered the following suggested amendment to section 2 of the draft submitted by Mr Putnam and given in full above. After the word "book" insert "not the work of an author of American residence or citizenship," stating that in his opinion this amendment would be satisfactory to American librarians. Mr Scribner stated that Mr Cutter's was the most interesting suggestion he had heard, and that speaking for authors and publishers, he would be glad to have it considered by counsel as to its legal possibility and as to whether it would be consistent with existing treaties and that the authors and publishers would be prepared to report definitely on its satisfactoriness at the next copyright conference.

J. I. WYER JR, Sec.

The following has been received from Mr Putnam since the meeting in January:

Revision of copyright statute

Modifications suggested by the American publishers' copyright league and assented to by the representatives of the A. L. A.

DIVISION VIII. SECTION C.

The importation shall also be permitted as follows of copies of any copyright book printed abroad with the authorization of the author or proprietor:

1 Two copies of any such book imported at any one time when so imported for use and not for sale, when imported by the authority of the United States, or for the use of the United States, or by and for the use of the Library of Congress.

2 When specially imported, not more than two copies in any one invoice, for use and not for sale, under the permission given in writing by the author or proprietor of the American copyright of such work.

3 When specially imported, not more than one copy in any one invoice, in good faith for the use of any society* (institution or library) incorporated for educational, psychological, literary or religious purposes, or for the encouragement of the fine arts, provided that the edition of the book so imported (irrespective of the permission of the owner of the copyright) shall come from the country of origin.

4 When such books form parts of libraries or collections purchased en bloc for the use of societies (institutions or libraries) incorporated for educational purposes as above.

5 When such books form parts of libraries belonging to persons or families from foreign countries if actually used by them and not intended for sale.

6 Books and pamphlets in raised print (character) for the use of the blind.

A note of protest

Is it not ridiculous to speak of "concessions" by the publishers so continually when any restriction of the present privileges of libraries is rather a concession by the libraries? The present proposal is unreasonable and absurd. How in the world is a librarian to know in the case of a first book or of an unknown author what country has the honor of claiming him as a citizen? Must the librarian keep tab on every author, and before importing his books, make sure that he has not changed his place of residence or his citizenship; or will the custom house officers be posted on all these matters? Why in the world should a library not import a German edition

*Change suggested by the A. L. A. delegates.

from England or an English edition from France?

This matter, it seems to me, may be settled in one of two ways. The publishers may insist on their contention and the libraries yield, or the libraries may stand for their present privileges and the publishers agree. I trust that the matter will be settled on the latter basis, and believe it will, if only the library delegates at the Copyright conference would stand firm. LIBRARIAN.

Washington State Library News

A personal letter from State librarian Hitt, of Washington, shows that things are moving in that state:

Our traveling library system has grown from 34 stations in March, 1905, to 82, and 20 more going in as soon as we can get the books. My assistant, in charge, is enthusiastic and capable, though not a "graduate" as the Portland people thought was so essential. Do you recall the Mrs Walker, of this state, who spoke in meeting one day on that subject of professionalism, and said she thought of resigning after hearing the talk? She has succeeded, in her little mill town, in getting the people aroused to buy a \$1200 lot, has moved into new quarters—not quite in the same class as the New York library—and is doing marvels by her indomitable zeal and tact. They will have a building of their own—not Andrew's, either, I think—within a short time. We dedicated two Carnegie buildings in December, one \$85,000 at Spokane and \$25,000 at Walla Walla. Have started two full-fledged publics since spring, and got campaigns on vigorously in six other places for the same. I have collected and mounted a 250 art collection for traveling the state, as a means of raising money in the small places. They keep all the money they take in for books, strictly. This has cost me over \$300 to mount and catalog. I will try lantern slides next. I am preparing a legislative department and will inaugurate it next November in time for my legislature in the January, 1907, following.

"The Lion" as Librarian

The seventeenth annual report of the Los Angeles public library records chiefly the progress which this library has achieved since the appointment as librarian of the well-known litterateur, Charles F. Lummis, of whom the directors of the library say that "he is an author of national reputation; an internationally recognized authority on the history of California and Spanish America; a person to whom encyclopedias, reviews, magazines, book publishers and scientists alike turn for the authoritative word on California and its tributary territory, and whose name is in all recent encyclopedias; a man of ripe experience as editor, explorer, author, critic of literature and history, historian, lexicographer, organizer and director of several practical public utilities; a scholar and yet a practical leader." The former incumbent was merely a trained librarian, and Mr Lummis is much concerned in his report with the defects of her administration, which were many and grievous, and which he sums up in the vigorous statement that "the whole library has suffered for want of an ordained general system." All this shall now be changed. Already many reforms have been introduced ranging "from salaries to classification, the critical evaluation of books, promotion for merit only," etc.

Mr Lummis' report is refreshingly free from the usual technical terminology; he uses a terminology all his own, for instance, when he deplores the lack of a "reasoned catalog," and tells that several "expert lists of books have already been ordered." We foresee, indeed, that "the great company of librarians, library employes and bookmen throughout the United States, who will this year read the annual report of the Los Angeles public library with unusual interest" will find therein not only much food for reflection, but many universal truths, the most profound and startling among them undoubtedly being that "most of the greatest books have already been printed."

A MERE LIBRARY EMPLOYE.

Public Libraries

(MONTHLY)

Library Bureau	-	-	-	-	-	Publishers
M. E. AHERN	-	-	-	-	-	Editor
Subscription	-	-	-	-	-	\$1 a year
Five copies to one library	-	-	-	-	-	\$4 a year
Single number	-	-	-	-	-	20 cents

PUBLIC LIBRARIES does not appear in August or September, and 10 numbers constitute a volume

Arrears in A. L. A. dues—Word comes that there is an unusually large number of persons who have not paid their annual dues to the A. L. A. In preparation for the meeting of 1906, it is necessary to know as soon as possible how much money is at the disposal of the association, and to this end PUBLIC LIBRARIES is asked to urge early payment of the amount now due.

Good library doctrine—The *Dial* for February 1 has a strong editorial on the library in the school which would do a world of good in bringing about a better understanding of the library as a factor in school education if it might be read by every teacher and school officer in the country. Librarians might bulletin such material as this, or call the attention of school people to it from time to time, and thereby add weight to their own efforts at placing the library in right relation to the school. The thought contained in the quotation here given will cause many a school man to start, but it is good library doctrine just the same.

It must be provided with many books, and often with many copies of the same book, which is quite as necessary a thing to do as to provide many microscopes for students of biology and many balances for students of chemistry. And it must have a generous appropriation for its maintenance, which means that the total sum annually available for school supplies ought to be apportioned about equally between library and laboratories. It is a matter of the barest

justice that as much money should be spent upon books as upon biological supplies and chemical glassware and reagents. We believe that the most important thing now to be done for the improvement of our secondary education is to develop the humanistic studies upon the lines here suggested, literature and history, and to make of the library the chief center of the school's activity.

Library schools and their ideals—So many questions are asked concerning library schools that it has seemed expedient to gather in one place authentic statement as to what ground they cover and what purpose or ideal is in the mind of those connected with them.

The director of every school was asked to send the statement which they wished to stand as an expression of their aim. They were also asked to name students who are actively engaged in library work to speak on the matter from their point of view. Responses were received from most of the schools, and are given in this number.

There has seemed to be a sensitiveness to comment on or criticism of library schools and their conditions, that has not been a good thing for the schools nor for the students. A fear of consequences to the speaker is often expressed when one ventures to question a library school proposition. The effect of living in an atmosphere of instructors on pedestals is anything but wholesome to one who is going out to lead a movement in a large or small community. While there should be reverence for fine character and respect for learning, there should not be a subduing of the individual opinion and standing caused by the atmosphere of the school. Many times the writer has been told of this feeling in more than one of the schools, and when the question was put, Why not say to the director what you are saying now?

the answer has been, I would not dare to do so. Such a student when taking charge of a library will do one of two things—either assume the high, far-away attitude or be so subservient that the library and its work will suffer. If it were possible to overcome in some way, and it ought to be, this feeling that prevents the frankest discussion between library school authorities and the students in the school and out of it, it would be of the greatest value to the schools.

Learning to be a librarian means to too many persons learning how to care for books. That is only a part of it. He who knows how to care for books will be a better librarian than one who knows nothing of the principles of library economy. The mechanic who makes an engine, who knows the place, purpose, and use of every part of it, but who is not in sympathy with either management or public, could no doubt take a train to its destination in safety. But the engineer who in addition to his mechanical knowledge has a sympathy for the traveling public, who appreciates what a grating, rasping wheel may inflict on his passengers, who wishes them to arrive safely, promptly and comfortably at their destination and bends all his energies to that end, comes nearer being a desirable man than the one who is only skilled in mechanics, caring little or nothing for the personal element in his work. The same thing is eminently true in library work.

The adding to the faculties of the various schools in the last year those who have had practical experience in public library work, goes far toward removing the greatest deficiency the situation had. Mr Anderson and Mr Wyer at Albany, Miss Doren and others at Cleveland, Miss Hazeltine at Madison,

must of necessity bring new points of view into the field of the library school, reinforcing the few who have heretofore sustained the practical side of the work by their own experience.

The library schools deserve the deepest gratitude of the library world. Their work has been the most potent factor in library development in America, and in this discussion there is no disposition to rob them of their highly deserved places of distinction. Their great good obscures the small defect which is mentioned here.

Multiplying the training schools—In a recent discussion on multiplying schools for the study of philanthropy a well-known worker expressed the following:

Looking to the future rather than to the past, the question connected with training schools that immediately suggests itself is whether it is wise to encourage the organization of such schools in all our large cities. I am inclined, myself, to think that this is unwise. If six such schools were adequately endowed tomorrow, I fear that at least four of them would be very poor concerns for a good while to come, the chief element in the school after all being the personality and experience of the teachers. The supply of these comes slowly, and the multiplication of schools under second-grade leadership, turning out half-baked workers, is a danger that we have to face. We know how the medical profession has suffered from it. Perhaps there is no possibility of our escape, but in so far as the National conference can influence the situation, I feel inclined to urge the conference to encourage students to go to the school rather than have the school come to the student. A few good centers are going to do more good, I think, to the cause of charity and social reform than a large number of centers with programs and courses chiefly on paper. I am not writing this apropos of anything that has already been done. Perhaps I am unduly alarmed about what may happen in the near future.

Library Reading Course

Dodd, Mead & Co. announce another edition of the reprint of Dr Dewey's article on Libraries, taken from the New international encyclopædia. They will supply one copy to each library free and for additional copies a charge of 10 cents will be made.

Orders still continue to come to PUBLIC LIBRARIES for the various books and other material designated for the Reading course. This fact makes more plain the need of careful reading on the part of librarians. Don't jump at conclusions. This comes from a habit of skimming. But in this case it is necessary to read all that is offered, and to read it thoughtfully if any good is to come from it.

Last month we read of the development of books, and something of how they are made and collected. Printing and manuscripts have a different meaning and influence if we have followed carefully the work in the early monasteries and universities, seeing how much of themselves these early book lovers put into their work. The fate of these beautiful and valuable collections must be followed up, and so we turn this month to find out something of their final resting places.

March reading

Theme—Libraries that are noted for size, history, collections, etc.; librarianship (continued).

The national library and its development. Read of the national or royal library at Paris, Berlin, Vienna, Dresden, St Petersburg, Madrid, and Washington, British museum and the Bodleian.

Book for all readers. Spofford, p. 287-320.
Read the references to large libraries in whatever cyclopedias, handbooks or reference books at hand.

The library; its past and future. Biagi.
Proceedings of St Louis conference, p. 8-12.
Encyclopædia Britannica 14:515-536.
Public libraries in America. Fletcher, p. 93-114.

Talk about books. Larned.
Librarianship and what it means. Henry.
Library primer, p. 128-130.

It is not true economy to store reference books so that the time of skilled assistants is wasted in getting at them.—*Rep. Buffalo public library.*

American Library Association

Narragansett Pier, June 29-July 13, 1906

The general plan of the conference is as follows:

Friday, June 29, sessions will begin, and continue until July 6, when the steamer trip will take place, occupying one week.

There will be four general sessions at which topics of interest to all classes of library workers will be presented by prominent speakers. Sectional and committee meetings will be amply provided for.

The program committee has distributed the reports through the several sessions in the hope that more discussions will be brought out.

Tuesday, July 3, has been fixed as Providence day. If practicable, a boat will be chartered for the day, leaving the Pier about 8.30 a. m., and returning some time during the evening, by moonlight. The trip will include the sail up the bay, visits to the Public, State, Athenæum, University, Historical, and John Carter Brown libraries, and a Rhode Island clambake at some shore resort on the return sail down the bay.

The active work of preparation for this conference has been begun by the various local committees appointed by the general committee of the Rhode Island library association. The Rhode Island libraries are thoroughly in earnest and intend to do all they can toward making the Narragansett Pier conference the most successful in the history of the American library association.

Rhode Island is a state which offers much of interest to its visitors. Narragansett Bay, a most beautiful sheet of water, separates the state into two divisions. At the southern point of one is Newport, while directly opposite, an hour's sail distant, is Narragansett Pier, the well-known watering resort which, in acceptance of the invitation of the Rhode Island library association, has been selected as the place of meeting of the American library association for the current year. It is a charming spot. The Atlantic ocean washes the shore

directly in front of the hotels to be occupied by the members. The long sand beach offers unexcelled bathing facilities, while excursions by trolley may be made to points of interest in the vicinity.

Special rates have been secured at the hotels at from \$2.50 a day or \$16 a week up to \$6 a day or \$40 a week.

All rooming will be done by an A. L. A. committee, and not by the hotels. A limited number can be accommodated at lower rates in smaller hotels and boarding houses not far distant. Even those who live near the place of meeting are strongly urged to room at the Pier during the conference, as it is not possible to get the full benefit of the convention if one returns home each night. Rooms will be assigned in order of application, and notification of assignment will be sent each applicant not later than June 1. For rooms address American library association, Travel committee, 10½ Beacon st., Boston, Mass.

Railroad rates, one fare and a third for the round trip, have been granted by the various passenger associations from whose territory 25 or more persons attend. Early notification to be present is therefore helpful in securing rates, especially from points west of Chicago and south.

Post-conference trip

The post-conference trip, provided a sufficient number apply before March 1, will be a cruise on one of the finest of the Sound boats, through Long Island Sound and waters adjacent thereto, it being the intention to visit (wind and wave being propitious) Nantucket, Block Island, New Bedford, several points on Long Island Sound, New York harbor, and the Hudson river, the excursion consuming one week, for which the cost to each person will be \$35, including berth and meals. The committee must charter the boat at a very early day. The size of the party must be known at once, to the end that disappointments, such as a number of our members experienced in not being able to go to Alaska on the same boat with their

friends, may be avoided. Success is dependent on immediate reply, addressed to the American library association 10½ Beacon st., Boston, Mass.

The *A. L. A. booklist* will have notices each month concerning this conference. Watch for them.

J. I. WYER JR, Sec. A. L. A.

A. L. A. notes

A communication was received by the A. L. A. executive board from Gov. John G. Brady of Alaska, expressing his interest in preserving the totem poles in the village of Kasaan, and promising an early visit to the village to inform himself as to the wishes of the natives and the conditions there. A memorial to this effect was presented to the governor by the visiting librarians last summer.

A recommendation was received from Thorvald Solberg asking for an expression of opinion from representative librarians as to the desirability of continuing the Catalog of title entries, formerly published from the Copyright office, and the president was directed to appoint a committee to take testimony in this matter and to report its findings and recommendations to the executive board. This committee is as follows: J. I. Wyer jr, Albany, N. Y., George F. Bowerman, Washington, George T. Clark, San Francisco.

The A. L. A. committee on library administration are to bring the matter of uniform library statistics again before the association at its next meeting. Copies of forms of a library report as recommended in previous years are being sent to all established state library commissions for their further criticism and suggestion.

If any library associations, librarians or trustees are interested to see these report blanks already printed in the proceedings or to send suggestions preliminary to report of next July, the committee will be pleased to hear from them. The chairman, W. R. Eastman, may be addressed in care of the New York state library, Albany, N. Y.

Library Schools

Carnegie library of Pittsburgh

Training school for children's librarians

[Owing to untoward circumstances the following account was compiled at short notice and is here included to give some idea of the work.]

When the children's department of the Carnegie library of Pittsburgh was first organized, decidedly unsatisfactory experiments were made in employing untrained help. Time was lost, irreparable mistakes were made, and much of the work with children failed of its mark. Experiments showed that the solidity of the work depended not only upon the quality and extent of the book collection, but also upon the personality, training and experience of the library workers. Thus the library found it imperative to establish a training class to supply children's librarians for its own children's rooms. Owing to the continued requests from other libraries for trained children's librarians a regular training school was organized in 1900. It is supported by Mr Carnegie, and devotes its energies to the specific purpose of training children's librarians, not competing in any way with the general library schools. Since the organization it has not been possible to fill the requests for children's librarians coming from all parts of the country. The cause for this is that sufficient desirable young women do not know of this undeveloped field of library work, and also that the standard of admission to the training school is being raised each year. There are many candidates, few of whom are accepted as students. The ideal applicant should have the following characteristics: Sympathy with and respect for children, strength of character, a genial nature, pleasing personality, an instinct for reading character, adaptability, and last, but not least, a strong sense of humor. Her home training and education should have given her a love and knowledge of books, a fund of general information, a quick and accurate mind. These qualities are difficult to find combined in one person.

Selection is made from candidates presenting the best credentials as to

education, previous experience and personal fitness. Candidates who are graduates of universities and colleges with a recognized high standard may be admitted without examination. Others may be admitted on examination in literature, history and general information.

The school offers a two year course, at the close of which diplomas are issued to successful students. Certificates are given for the first year's work, and only those students who have shown decided fitness and special capacity may take the second-year course.

The school also offers a special one year course, which is open only to those who have had one year's instruction in an accredited library school and who are fully recommended by their library school directors.

In order to understand fully the basis on which the training is conducted, it may be well to state that library work with children is considered from two points of view—that in the children's room the children are being educated to use the adult library, and that the ideal children's room takes the place of the child's private library. Therefore, the basis of the lecture course is technical training along the lines of adult library work, such as ordering, accessioning, classifying, shelf-listing, cataloging, study of library organization, history of libraries, history of printing and bookbinding, business methods, such as making out of reports, statistics and schedules. These subjects, treated entirely from the standpoint of the adult library, are carried through two years' work, thus giving the students a solid basis for connecting the work of the children's room with that of the adult library. Building on this solid foundation, subjects of special application to work with children are taught, including the study of children's literature, planning and equipment of children's rooms, rules and regulations for children's rooms, methods of introducing children to books, the making of children's catalogs and lists, and a study of educational principles and social conditions and betterment. Throughout

the course a comparative study is made of methods used by different libraries.

Lectures are given by members of the library staff on those subjects in which they are daily engaged, and the regular library lecturers are supplemented by visiting librarians and other educators.

Although the lecture program is full and made as practical as possible, and the students are required to do much reading and close study, still great stress is not laid on classroom work, but on the daily practice work of the student. Each student is required to work from 18 to 20 hours a week in the children's department under supervision, thus coming in actual contact with the children. This laboratory work is divided between the division of children's rooms, the division of work with schools, and the division of work with home libraries and reading clubs. The student also has experience in the deposit stations and in the summer playground libraries. She thus has opportunity to work with all classes of children, both as individuals and en masse, and in this way she gets her knowledge of children, of their tastes and habits and also her training in discipline, story-telling and in the practical application of the principles taught in class. More stress is laid on the student's ability to do practical work than on her examination papers. It is necessary for the student to pass the examination, but practical work and daily class work stand first.

By special arrangement with the Western Reserve library school the second-year students of the Training school for children's librarians are admitted to special courses in organization of libraries, history of libraries, and book selection. During a six months' stay in Cleveland the students are also permitted to do practical work in the Cleveland public library. It is impossible to estimate the value of the above to a student in broadening her outlook and experience.

In closing it may be well to add that the students are impressed from the first with the fact that library work with children is in an experimental stage,

and that the children's work of a library must adjust itself to the needs of that particular library, that a special study should be made of the social condition of the people served, and, above all, that any work which leads away from the legitimate function of the public library—which is to open books—is wasted effort, weak, sentimental and dangerous.

It is the goal of this school, by continued experiment based on practical application of principles, to produce in time a sufficiently sane body of doctrine to form a science—or pedagogy—of library work with children.

Drexel institute, Philadelphia

The library school was organized in November, 1892, in order to furnish opportunities for the systematic training of librarians and assistants.

The school offers a one year's course in library science. As the instruction is largely technical a good general education on the part of the students is presupposed, a high school education or its equivalent being a necessity. The broad educational side of the profession is also emphasized, while the literary part of the course is designed to assist the students in gaining the librarian's technical knowledge of books and authors, which can only be acquired by library methods. Graduates of the school are filling positions as librarians, catalogers, or general assistants in public, university, and school libraries.

Students are admitted only for the full course.

Certificates are granted to students who complete, satisfactorily, the full course of instruction.

The students of the library school have the privilege of attending the institute classes in physical training without additional charge.

Evening courses in German, French and Spanish are carried on under the auspices of the Associated alumni of the institute.

The library contains 32,000v., and the reading-room is supplied with 180 periodicals.

Among the special collections of the library are: the Anthony J. Drexel bequest; the George W. Childs collection of manuscripts, presented by him to the institute; the Charles H. Jarvis memorial library of music; the George M. Standish collection of general literature, including early printed books, illustrated books, fine editions of French and Italian writers, English books in art, literature, history, etc.; and the valuable and important works on art presented by James W. Paul and others.

Admission—The entrance examination includes general literature; a reading knowledge of French and German; general history and general information. As the number of students that can be admitted is limited to 20, selection is made from those presenting the best examination papers, and showing special fitness for the course.

Terms—The full course extends from the first of October until the end of the calendar year, about the middle of June. Applicants are not admitted to the school except at the beginning of the calendar year, in October.

Positions—The school does not guarantee positions to graduates, but assists them when it can. Salaries depend upon the kind of work to be done, the responsibility involved, the capabilities of the applicant, etc.

Students have no time to engage in outside work while taking the course, and the school discourages any thought of it.

The school does not offer any summer, evening or correspondence courses.

Indiana state normal school

Three courses of instruction, constituting a year's work as one of four branches or subjects of study usually pursued at one time, are offered in the department of public school library science, to which all students of the school are eligible. Credits for satisfactory work done will be given on the regular curriculum of the school. The first course only will be offered in the winter term of the current school year.

Course 1 is on the Use of the library

in public school work, the object of which is to prepare the teacher for intelligent, systematic and scholarly use of collections of books. Instruction will be given in the use of catalogs, indexes, the classification and shelf-arrangement of books, the mechanical contrivances of authors, the scope, special value and methods of using such general reference matter as encyclopedias, dictionaries, atlases, periodical literature, public documents, children's books and pictures, the selection of books for school and teachers' libraries, and the relation of the library to the public school. Five recitations per week are required, with the usual time for preparation. This may be taken as one of the four regular subjects usually required of every student and full credit will be given for the satisfactory completion of the term's work.

Courses 2 and 3 are on the Organization and management of school libraries. These courses, which are designed to teach the more technical work of the school librarian, will be made as practical as possible. Instruction and constant practice will be given in ordering, accessioning, classification, cataloging, the preparation of books for the shelves; binding and repair work, care of pictures, charging systems, library laws, etc., including the making of bibliographies on assigned subjects. The usual time in class and work will be required. Successful completion entitles the student to one regular credit for each course pursued.

The election of Course 1 does not necessitate the subsequent taking of further work in the department. Courses 1 and 2 may both be taken at one time, if the student desires.

ARTHUR CUNNINGHAM,
Professor of library science.

University of Illinois state library school

The school was established at Armour institute of technology, Chicago, in September, 1893, and was transferred to the University of Illinois in September, 1897. In its 13 years of existence it has advanced in its entrance requirements

from high school graduation to three years of university work and has extended its instruction from one year to two years. There is now offered a five years' course of study, leading to the degree of Bachelor of library science. Three years of the course are devoted to general university studies and students are urged to complete a four years' college course before applying for admission. This high standard is necessary because conditions in library work are rapidly changing and trustees are more frequently asking for college graduates. Instruction in advanced bibliographic work, in reference work of a high grade, in library extension, and in library administration requires a broad general education, a disciplined mind, and maturity of thought.

The fourth year combines technical and liberal work and leads to the degree of Bachelor of arts in library science. This is of value to the general student as part of a liberal education, or to a library student who can spend but one year in preparing for minor positions, and it is required of all candidates for the degree of Bachelor of library science. The fifth year includes advanced and comparative technical work with the addition of bibliographic and historic subjects, and this leads to the degree of Bachelor of library science. Electives are here introduced to allow for personal preference and fitness for different positions.

One or two years of training will not take the place of years of experience, but will make the student more adaptable and general library service more intelligent. The practical work of the course amounts to over three months of time, counting eight hours a day, and this is more valuable, because more varied, than if taken in three consecutive months in a library. Moreover, the library school student has the benefit of comparative study, while the apprentice becomes skillful in the ways of one library only. It is the policy of the school that each teacher shall be engaged in active library work so that the instruction may be practical. Stress is

laid upon simplicity and economy, although elaborate methods are taught to enable students to work in large libraries where bibliographic exactness is required. The higher side of library work is emphasized throughout the course, and students are taught their responsibility to the schools, to the clubs, and to the people as organized bodies and as individuals.

The general student, not a candidate for the degree of Bachelor of arts in library science, may elect any subject in the list of library electives for which he is prepared. Such subjects are indicated as will help the student in general reading, in research work, in club work, or as members of a library committee or board of trustees. For the general student who does not care to take the required fourth year of the library school, nor to elect any regular library course, the school offers a course of 15 lessons on the use of the library and the ordinary reference books, which will help in general reading or study.

There are so few text-books on library economy that instruction is given altogether by lecture and laboratory methods. References to books and periodicals are given for collateral reading, and individual research is encouraged. Lectures are illustrated by collections of forms and fittings, and each student is expected to do a given amount of practical work in the university library each day. Before completing the course each student must have had actual experience in every department of the library. Classroom work is tested by problems, and examinations take the form of problems wherever practicable.

The faculty as at present constituted consists of the following persons: Edmund J. James, Ph. D., LL. D., president; Katharine L. Sharp, Ph. M., B. L. S., director, professor of library economy; Frances Simpson, M. L., B. L. S., assistant professor (reference); Anna May Price, A. M., B. L. S., assistant professor (library economy); Harriet Emma Howe, B. L. S., instructor (library economy); Fanny R. Jackson, A. B., B

L. S., instructor (public documents); Bertha Ella Royce, B. L. S., instructor (library economy); Mabel McIlvaine, instructor (library economy).

Since the school was founded in 1893, it has included 348 students, most of whom are now filling acceptably positions of responsibility in the library profession. Of these 10 have received from the university the degree of A. B. in library science at the completion of the first year, and 152 that of B. L. S. when two years of technical work have been added to three years work in college.

FRANCES SIMPSON, Acting Director.

Kansas state normal school, Emporia

The person who enjoys an association with books and desires to gratify such a taste by engaging in library work will save much time and labor by taking a course in some school—preferably a full two years' course. To those who may not be able to avail themselves of this advantage the shorter course now offered by many institutions throughout the country will be found to be invaluable. In this connection it is pertinent to inquire: How much can be acquired in the ordinary summer course? After such a course, can one take charge of a library, organize and catalog it? It would be ridiculous to answer these questions in the affirmative, further than to say that the elementary training referred to would be of vast help in the development of the library.

A school offering such a course will be held responsible not only for technical training but for inspiration in library ideals. In addition to laying the foundation for a library career the school should teach its students to keep their eyes open; to look and ask for help from every quarter; to study the art of book making; to read library journals; to attend the meetings of library associations; to visit libraries whenever possible and note their methods. With the right basis, and a proper beginning, the would-be librarian can carry on her own education; and in saying this it is

not intended to underestimate the value of advanced school instruction.

Another duty of the primary instructor should be to discourage those who have embarked upon the wrong career. Many take up library work on account of the ease that is presumed to go with it. These never make "live" librarians or assistants, and it would be simple kindness to show them their mistake in time. The library pupil or apprentice should be wide-awake, industrious and persevering. It has been well said that "the only man who never made a mistake is the one who never made a success." In library work, as in everything else, good common sense and judgment must be used and "accuracy" should be the watchword. The amount of detail involved in correct library methods may seem trivial and unimportant to the untrained assistant, but it is of inestimable value if complete success is to be attained.

It would not be just to say that all librarians should be college graduates, but a fair education should be one of the requirements for admission even to the shorter courses in library training. Adaptability of knowledge is an important factor, and, in a general way, much will depend upon the individual. There are good librarians who have not had the advantages of a college education. There are good librarians, no doubt, who have been denied the advantages of a library school. As a successful teacher can be made only by service in the schoolroom, the perfect librarian can be made only by experience in a library. The man or woman who has graduated from college, attended a training school, and had actual experience in a library, is not only well equipped but fortunate.

Readers of library journals are already advised of the growth of library interest and spirit. This was apparent, speaking locally, at the meeting of our State association of librarians last fall. Kansas is usually to the front in all educational work, and during the past few years has realized the value of library training and library progress. The state has come to appreciate the fact that li-

brary work is a science, and the sentiment is strong that the training of librarians should be as much the duty of the state as the training of professional teachers. A library course was put in three years ago in the State normal school, at Emporia, and its work is commended to all the libraries of the state. In line with this valuable influence the state at present needs a library organizer to bring the library system under state control, as is the case with public schools. The value of organization under this plan is fully set forth in the able paper of Mr Eastman, in the February (1905) number of *PUBLIC LIBRARIES*. Mr Dewey once said, No library liveth to itself alone, and the great need in this locality is that the libraries be brought into close touch with one another, that each may profit by the experience of all.

The work which was begun here in the giving of library instruction to such of the seniors in the regular normal course as might care to take the subject for one recitation for 10 weeks is now extended so as to require all students to receive in the first year's course lessons on how to use the library, and has also extended to giving the two year course for librarians. The class in this long course is full for the present year and enrollment is being made for a new class for next year. The short course given in the summer school is given independently of the long course for the regular school year.

The New York state library school

The following account of the New York state library school consists of a brief résumé of its history, a more detailed statement of present conditions, entrance requirements, faculty, courses of study, distinguishing characteristics and advantages, with a closing paragraph on the plans and prospects for the future of the school and of the standards and ideals for which its faculty have always striven.

History—The New York state library school was the first library school conducted in the United States, and the

first step toward its establishment was taken on May 7, 1883, when Pres. F. A. P. Barnard submitted to the trustees of Columbia university the proposition of their chief librarian, Melvil Dewey, to open a school for training librarians. This proposal resulted, after a year's careful consideration, in a vote establishing the Columbia college school of library economy, under the chief librarian, who was made director and professor of library economy.

The school opened on Jan. 5, 1887, as an experiment, with a class of 20, though the limit was first set at 10. On petition of the class, a fourth month was added to the three months' course first announced, and at its end most of the class enrolled for the second year then offered. Experiment thus proved the demand for this technical training to be not only larger than had been realized, but also for broader and more thorough work than that originally planned.

Beginning with the second year, while practically the short course was maintained for those who could take no more, the full annual session was extended from four to seven months and the course broadened in both library economy and bibliography. The second or senior year offered study and training in higher grades of work with a review of the junior course.

The school was continued at Columbia till April 1, 1889, when it was transferred to the State library at Albany, with its faculty, books, pamphlets, illustrative collections and all special matter accumulated for its use. Since then the school has steadily increased its requirements for admission and the extent and thoroughness of its teaching.

Beginning with no formal entrance requirements aside from a careful selection from a list of candidates, which have always been far more numerous than could be admitted, the first entrance examination was held at Albany in October, 1889; in February, 1891, the regents of the University of the state of New York ruled that only persons over 20 years of age and holding a re-

gent's diploma covering the full course in a regular high school should be permitted to take the entrance examination, at the same time providing that "any graduate of a college in good standing may be admitted without examination as to general scholarship, but may be examined in Latin, German, French, or any other subject required by the entrance examination of the school and not previously pursued by him." The step foreshadowed by this enactment was taken 12 years later and in March, 1902, the school was definitely placed upon a graduate basis. The first degrees and diplomas were conferred by George William Curtis, then chancellor of the University of the state of New York, on July 8, 1891. The original course of three months (extended to four by unanimous petition of the students) has been gradually increased until the course now covers two full college years of 36 working weeks each.

Four hundred and seventy-three persons have been admitted to the first 20 classes (1888-1907), 105 men and 368 women. Fifty-two of these are undergraduates (classes of 1906-07) now in the school. Of the remaining 422, 118 have completed the course, 107 others have completed the first year's work and received the senior certificate.

Over 1300 library positions have been filled by these 473 students during the past 19 years. The demand for trained library workers, greater now than ever before, has been constant and always quite equal to, or in excess of, the supply of really first-rate candidates.

The salaries paid to graduates of the New York state library school have been fully equal to, probably a little greater than, those first received by professionally trained teachers, the calling with which library work may most justly be compared, while the salaries paid our best women in the profession range considerably above those paid to the better grades of teachers.

The demand for really good men with library training is always far in excess of the supply and this perhaps accounts for the fact that 11 college men

entered the last class graduated (1905).

Present conditions

Curriculum—The subjects taught at the New York state library school fall into three distinct groups:

Administrative—Library buildings, founding, organization, administration and government, library visits, etc.

Technical—Cataloging, classification, etc., the record and routine work.

Bibliographic—National bibliography, subject bibliography, reference work, book selection, and history of libraries.

The time spent on each of these groups during the two years' course is shown by the following table:

	JUNIOR YEAR			SENIOR YEAR			Total two years
	Lecture hours	Required prep.	Total hours	Lecture hours	Required prep.	Total	
Administration	68	99	167	56	120	176	343
Technical	111	365	476	64	277	341	817
Bibliographic	84	512	646	98	610	658	1304
Practice work		100	100		215	215	315
Totals	253	1076	1389	216	1222	1399	2779

Allowing 42 hours working time per week, it will be seen that the regular formal demands of this curriculum nearly equal the 3024 hours available during the 72 weeks of the two years' course, and as most students spend more than the required time, it is easy to confirm the tradition, now nearly 20 years old, that the New York state library school is a very busy place.

Distinguishing characteristics

1 From the first all visitors to the school, and especially members of the A. L. A. committee on library training, have noted the earnest spirit and the rare enthusiasm of the students. After 20 years this spirit is as strong as ever, and it goes out with our graduates into the field as easily their most valued asset.

2 The New York state library school is the only school requiring a college degree for entrance.

3 This school is located in one of the largest libraries of the country, thus se-

curing unrivaled reference, bibliographic and illustrative collections, while the school's own collections of printed and illustrative library material, carefully built up for 20 years, are unequaled.

Faculty

The faculty of the school is now constituted as follows: Edwin Hatfield Anderson, M. A., director; James Ingersoll Wyer jr, M. L. S., vice-director (reference work, bookbinding); Florence Woodworth, B. L. S., director's assistant; Walter S. Biscoe, M. A. (bibliography, advanced classification, history of libraries and printing); Ada A. Jones, secretary of faculty (advanced cataloging); William R. Eastman, M. A., B. L. S. (library buildings, founding and government); Martha T. Wheeler (selection of books and indexing); Ada Bunnell, B. L. S. (elementary classification); Corinne Bacon, in charge summer course (cataloging, order and accession, shelf department, loan systems); Edna M. Sanderson, B. A., registrar.

Plans for the future

It is felt that the course of study at this school as given in the table above should be strengthened materially in the administrative subjects, and that the instruction in technical subjects should perhaps be somewhat reduced, or at any rate made in some degree elective in the advanced courses. A graduate school can well leave the major part of all instruction in the technical side of library work to the other schools which are now becoming more numerous every year, and may best spend its energy on offering instruction in subjects which less adequate facilities and faculty will not permit other schools to offer. The present course is strongest in the subjects representing the scholarly side of library work, the major part of the 1304 hours devoted to these subjects being given to book selection, bibliography and reference work. It is the purpose of this school to develop and strengthen courses now carried in these subjects rather than to attempt new ones for the present. Such new courses as are now in mind relate entirely to adminis-

trative subjects and it is hoped to give more and better work each year in this department. The technical courses have in the past received the major part of the time and attention because they have lent themselves most easily to formal instruction and for the further reason that during the past 20 years library work has been predominantly that of organization, and the chief demand for trained workers has been for catalogers, classifiers and assistants expert in the technical routine. The increasing use of printed catalog cards, the publication of numerous bibliographic aids and technical manuals added to the total work of organization which has been done during the past 20 years should result in a relative decrease in the attention paid by library schools to this side of the work, and the faculty of the New York state library school feel that the administrative and bibliographic subjects are the ones to emphasize and strengthen

J. I. WYER JR, Vice-Director.

Pratt institute school of library training

The Pratt institute library school, established originally as a training class for the members of the library's own staff, and to fit students for minor places in other libraries, had no anticipation of the larger part it would be obliged to fill, but recognizing the fact that trained librarians were beginning to need trained helpers, it set itself to supply that need. The first class, that of 1891, admitted without examination, consisted of 21 members, of whom six were already members of the staff, and all but one residents of Brooklyn. Two heads of libraries in Brooklyn availed themselves of this opportunity for training. Two courses were offered, one in cataloging and one in library economy, including reference work. Instruction was given in the different subjects by those on the staff who did the actual work, as is the case in most of the existing apprentice classes, and no effort was made to teach any methods save those of the Pratt institute library. The experiment justified itself at once.

Three members of the class were taken on the staff of the library on the completion of the course; three took positions in other libraries; four returned a second year for the other course, and only two or three proved unsuited to the work.

An entrance examination was held in the following year, and literature and English composition were added to the course. By 1894 the number of applicants had so increased that the entrance examination had to be competitive, and the standard of that examination has been raised each year until it has reached its present level.

Dictionary cataloging was added to the course in 1894, and in 1895 comparative study of methods was begun. In 1896, when the present director assumed charge, under the trustees of the library and the school, a change was made in the plan of instruction, and a school faculty was organized, the duty of instruction being confined to fewer members of the staff, who were to give a larger share of time to the school, and who possessed evident teaching qualifications.

In 1898 literature and English composition were dropped from the course, in agreement with the criticism of the A. L. A. committee on library schools, and in pursuance of a belief that it would be wise to require a wider knowledge of standard literature on the part of the entering student, testing the same by a more rigid examination, and giving the time thus gained to subjects bearing more directly on library work. A course in modern fiction, English and continental, in the values and scope of which experience convinced us that the majority of our students had not been sufficiently instructed, was therefore substituted, and more time was devoted to bibliography and reference work.

In 1897 the school took a new departure in offering second-year courses, which were to be, not an extension of the first year's work, but an entrance on a new field, namely: specialization in library work. The first course offered was in the direction of the cataloging

of incunabula and the study of Latin paleography, with the history of printing and binding, special bibliography, etc.—in a word, the culture side of library work. Through the courtesy of the New York public library, and of Columbia university, the school has been able to offer unusual facilities to students having the tastes and education that would enable them to carry on such work. Five classes, in the years 1896-97, 1898-99, 1900-01, 1903-04, and 1905-06, have taken this course.

In 1899, another second-year course was offered, that in training for children's librarians. Connected on the one hand with one of the pioneer children's rooms, where, during five years, experience had accumulated in meeting and solving the practical problems that have arisen in this new branch of library work, and on the other hand having the unique advantage of the coöperation of the department of kindergarten training of Pratt institute, the school offered advantages for specializing in this important branch that were not fully afforded elsewhere. A class for this course was conducted in 1899-1900 and in 1900-01, after which the work was given up, owing to the establishment of a course for children's librarians at the Carnegie library of Pittsburgh with facilities superior to ours for giving such instruction.

The changes that have been made since this date have been chiefly in the direction of improving the teaching, simplifying the routine, and perfecting the system of school records. Perhaps the most notable improvement in the course, of late years, was the introduction of a fortnight of practice in the library in preparation for the formal course in the classroom. The verdict was unanimous in favor of this innovation, after one trial, and it is now a recognized part of the course.

The majority of the graduates go into public library work, hence the necessity of not allowing scholarship to blind us to the desirability of personal qualifications also, so important in all public work. The school tries by its entrance tests and requirements to sift

such applicants for admission to librarianship as come to it, discouraging or refusing those who by breeding, education, temperament, or character, are unfitted for the work, and encouraging those who are qualified to enter, without reference to the means by which or the way in which they have become qualified.

It its training, stress is laid on the practice, under everyday library conditions, of nearly every subject taught; on the necessity of continued reading and study after graduation; on the value of experience, and the fact that the student carries his training into a world of experience not so much to modify as to be modified—though there is an interchange and he does give something in return for what he gets—and on the absolute necessity of adaptability to persons and to circumstances. Some social experience is provided in the weekly teas during the winter term, at which students meet the visiting lecturers, in the visits to libraries and the attendance on local library clubs; also in the participation in the three annual functions of the Graduates' association, the reception to the entering class, the annual luncheon in January, and the alumni supper in June. The director and one member of the faculty have regular evenings at home for the classes, and all new students are called upon during the first term. The human side of the school thus balances fairly well the scholastic side, as it should, for public library work is essentially human rather than scholastic.

The policy of the school is conservative, and, at least so far as intention goes, thoughtful. Methods are not lightly changed or experiments tried without good reason and deliberation. A glance at the appended table will show that very few subjects have been taken up and dropped, and those that have been have followed some fundamental change in the entrance requirements or have been made in accordance with the opinion of the A. L. A. committee on library training after carefully weighing that opinion.

An attempt is made to keep in mind a high ideal of librarianship and of training for it without ignoring present-day professional requirements, and to send out graduates capable of growth and willing to grow rather than equipped with inflexible rules for everything, to which all practice must be made to conform.

How far the school succeeds in its aims, the standing of its graduates must eventually show. Of 323 graduates since 1891, its training-class days, 228 are in library work, and 192 belong to the Graduates' association. Of the 95 no longer in the work, 44 have married, 9 have died or lost their health, 19 do not wish positions, and 13 have engaged in other work.

The average beginning salary for those without experience is \$50 per month, though this is frequently exceeded. Students who come to the school from libraries and who do credit to their training may reasonably expect more. No attempt has been made since two years ago to reckon the average of salary, it being then \$878 per year, but it is apparent from recent statistics that the average advance in salary from year to year is about \$100. If an advance in salary signifies satisfaction with the work done, the school ought to be gratified, as this almost invariably takes place.

A Graduates' association was formed Jan. 14, 1897, and consists at present of 192 active, 3 associate and 8 honorary members, all but 23 of whom are in library work, or some kindred work such as indexing, etc. Of these 23, 12 have married and given up library work, but continue their interest in the association, the object of which is to "promote the interests of the library school, and to bring into closer fellowship the members of all its classes." That it has accomplished both ends we feel no doubt. It was through the generosity of members of the association that the school became possessor of its own copy of the Peabody institute catalog, and that it has the beautiful Avery memorial l

brary, a tribute to the memory of one of its teachers.

The school has plans for the future that will deepen its work and incidentally enlarge it. Situated as it is in the midst of three great public library systems, with many reference and college libraries near at hand, and surrounded by a ring of progressive small libraries, public or endowed, in outlying towns and villages, it is ideally placed to give its students first-hand knowledge of library problems of all sorts. Its affiliations with other libraries may easily be extended beyond their present range without stretching its powers unduly, and it is in such directions that its work is likely to grow.

MARY W. PLUMMER, Director.

1890-91

No tuition fee.

No entrance examination.

Course: Cataloging; library economy (Pratt institute library methods).

1891-92

Tuition fee, \$5 per term.

Entrance examination.

Course: Same, with addition of literature and English composition.

1892-93

No change.

1893-94

Entrance examination, competitive.

Course: Same with addition of dictionary cataloging.

1894-95

Course: Same, with addition of comparative study of methods.

1895-96

Class limited to 20.

Tuition fee, \$15 per term.

Course: Cataloging and library economy combined into one course.

Change of direction. Formation of school faculty.

1896-97

Second year: Special historical course inaugurated in connection with New York public library. Tuition fee, per term, \$15.

1897-98

Course: Dropping of literature and English composition. Substitution of fiction course. Additions to bibliography and reference work.

1898-99

French and German tests included in entrance examinations.

Second year: Addition of Latin paleography to

historical course; instruction given and work done at Columbia university.

1899-1900

First year: Tuition fee, \$25 per term.

Course: Survey of the library field introduced.

Second year: Special course for children's librarians inaugurated. Tuition fee, per term, \$15.

Age limit raised to 20 years.

1900-01

Three courses given: General, historical, and children's librarians.

1901-02

Twenty-five students admitted to the first-year course, the invariable number since this year.

Children's librarians' course discontinued.

1902-03

Historical course: Tuition fee advanced to \$20 per term.

1903-04

Course: Two weeks practice in library preliminary to classroom work.

1904-05

Adoption of registration fee of \$5.

Director resigned from library to give entire time and attention to the school.

1905-06

Second year: Advanced course; Tuition fee advanced to \$25.

Formation of Executive committee of faculty.

Simmons college library school

In 1870 John Simmons, a Boston merchant, left a bequest to found an institution in which might be given instruction in such branches of art, science and industry as would best enable women to earn an independent livelihood. In 1899 the legislature of Massachusetts chartered Simmons college, which opened for instruction in October, 1902. In 1905 the college was authorized to confer degrees appropriate to its courses.

The corporation has tried to avoid duplicating instruction to be found elsewhere in New England. At present there are six schools in the college—school of household economics, secretarial school, library school, school of science, school of horticulture, and school for social workers.

The entrance requirements are alike for all the schools. Each candidate must furnish certificates of good character, must be graduated from a four

years' high school course, or have an equivalent amount of study, and pass examinations in English, history, two years' work in a foreign language, arithmetic, algebra, and plane geometry. No student is matriculated till the beginning of the second term.

The college is housed in a handsome, convenient, modern building of its own on the Fenway, a part of the city park system, thus insuring abundance of light and air. The present building is planned to accommodate 600 students, and the college owns land for other buildings when the need arises.

While thus far the majority of the students come from the vicinity of Boston, and can live at home, there are about 200 students living in the five dormitories owned by the college, and located within a short walk of the college proper. In each house is a matron who has direction of the students in all matters of order and conduct.

There are at present 449 students in the college, of whom 90 are in the library school.

The tuition is \$100 a year, the cost of residence in the dormitories from \$250 to \$300, making the annual expense approximately \$400. There are a few scholarships by which the tuition is remitted in part or whole; but these are not generally given to entering students.

The instruction given at Simmons college differs from that offered at other colleges for women in that parallel courses in technical and academic work are given. A student thus carries some technical work each year, increasing the number of hours and intensity of work, till, at the end of four years, she has had one full year of technical work and three years of academic work. The academic requirements vary with the different schools, the future occupation of the student being considered. Since the whole purpose of the college is technical training, it is possible to correlate the courses to an unusual degree. Thus the work in modern languages is arranged to give to the library student a knowledge of the literature and the bibliography of the language, and to

the secretarial student a commercial vocabulary and practice in the peculiar business methods of the people.

The length of the course permits this work to be done in the original language, not from translations as is often necessary when time is more limited. The courses in typewriting, in business methods, and in accounts are given in the secretarial school.

The program for the library school requires 41 hours of classroom work and home preparation per week for the first term of the first year, and 45 hours per week for each term thereafter till the fourth year, when the time may be reduced to 31 hours at the discretion of the director of the school.

Of this time 9 hours each week are given to technical work the first year, 10 the second, 13 the third, and 21 the fourth. In the library school the total requirement in hours for the four years in each subject is as follows:

Technical, Cataloging.....	175
Classification.....	70
History of libraries.....	136
Library economy.....	424
Library practice.....	353
Reference and bibliography...	417
Typewriting.....	105
Business methods and accounts	175
Academic, Economics.....	280
English.....	1120
French.....	560
German.....	560
History.....	550
Hygiene.....	68
Physics.....	280
Electives.....	840

Total 6023

There are 62 officers of instruction connected with the college, or one to every seven students. Of these six give technical instruction in the library school, all of whom have had practical experience in other libraries.

The school is fortunate in its location, which enables the students to become familiar with the great variety of representative libraries of different types in and about Boston. The college is collecting a reference library along the lines of its own work. These books are accessible to all connected with the college, and are arranged and cared for by

the students of the library school as part of their practice work. The college has additional book resources since it has the privileges of a deposit station of the Boston public library.

A program covering one year of technical work is offered to a limited number of graduates of other colleges. It provides in the briefer period the technical instruction included in the regular program. Since it is impossible to secure in one college year sufficient practice, this program must be supplemented by three months of approved experience in some library before a certificate can be granted.

The college reserves the right in every case to require additional study in any academic subject in which the student's preparation proves inadequate.

The only special students received in the library school are women already holding library positions, whose time is too fully occupied to allow them to follow the program as it has been arranged.

MARY ESTHER ROBBINS, Director.

Southern library school

Carnegie library of Atlanta

The establishment of the Southern library school in connection with the Carnegie library of Atlanta marked a new era in library work in the South. Although library growth in this section has been slow, the need for trained workers in the field has been so great that it is a wonder that any progress has been made. The demands made upon the Carnegie library of Atlanta for trained assistants to be sent out as organizers, proved that its apprentice class, designed for local training only, was inadequate for the larger demand.

Endowment—When this phase of the work of the Carnegie library of Atlanta was brought to Mr Carnegie's attention he was much interested in opening a new profession to southern women, and he agreed to give \$4000 a year, for a term of three years, to establish a training school as a part of the work of the Carnegie library of Atlanta. If the experiment proves successful Mr Carnegie has intimated his intention of

perpetuating the endowment. This gift was made April 5, 1905, and the school was opened to its first class Oct. 1, 1905.

Location—The school occupies commodious quarters on the second floor of the Carnegie library of Atlanta. In addition to the classroom, ample lunch and rest rooms are provided. The equipment of the classroom is the best of its kind. Desks, lockers, shelving, vertical files, and other technical furniture having been selected after careful investigation of the equipment of the best technical schools, the result is a harmonious whole, satisfying to the eye and to the needs of the work.

The Carnegie library of Atlanta affords a good workshop for a training school. The library is a fair sample of the modern public library, highly organized, and especially adapted as a model for the new libraries which are constantly springing up in the smaller towns of this section.

Faculty—The librarian is the director of the school and three other members of the staff are instructors in the various branches of technical library economy. Special lectures have been planned to be given by well-known library workers.

Course of study—The course of study is based on that offered by the older schools. A certificate will be given on the satisfactory completion of the year's course of study and the presentation of an acceptable thesis upon the organization and equipment of a small public library. There is no fee for tuition, and the expense for the necessary books and stationery will not exceed \$25. The course is strictly elementary. Especial attention is given to organization work and preparing the students to enter the library field enthusiastic home missionaries, capable of organizing new libraries in localities not enjoying public libraries.

Class of 1906—The entrance examination for the class of 1906 was held June 10, 1905, and as the class had been limited to 10, the full number was secured. The class began work Sept. 20, 1905,

two weeks before the regular course of study commenced. For preliminary work the class was assigned to practical work in the various departments of the library in order to familiarize the students with the building and with the various departments, in order that they might feel that the library was the workshop of the school. They also gained a practical knowledge of library tools, technical equipment, and technical terms which simplified for them the lectures which followed in the classroom.

In addition to the regular schedule in the classroom, an individual schedule was made for each student, in order to admit of an equal amount of practical work in all departments.

Four southern states are represented in this year's class, as follows: Alabama 1, Georgia 6, South Carolina 2, Tennessee 1. Five students are full graduates of recognized colleges; three are graduates of high schools with college certificates for special work; one is a high school graduate, and one received special instruction in private schools in this country and Germany.

ANNE WALLACE, Director.

Wisconsin library school

The establishment of this school has been made possible by the action of the legislature of Wisconsin, which in 1905 increased the appropriation to the Free library commission to provide for its support, by the generosity of Andrew Carnegie in enlarging his gift to the city of Madison for its new library building, which will provide it a permanent home, and by the promised coöperation of the University of Wisconsin and of the state and local libraries in Madison and its vicinity.

The school is founded to educate and train for library service. While the interests of all libraries will not be neglected, its primary purpose will be the equipment of its students both for the competent organization and administration of small libraries and for the enlightened conduct of the general edu-

cational work necessarily connected therewith.

Equipment—The school is to be domiciled upon the second floor of the new Free public library building in Madison. These quarters are suitable in every way, for their pleasant location, size, convenient arrangement, and furnishings. They include the office of the director, a large workroom for the students, two lecture rooms, a library, and a staff room. The furnishings have been selected not only for the convenience of class and practice work, but with consideration for the comfort of the students.

The working library of the commission, including 2000v. of reference works, subject and trade bibliographies, library literature, catalogs, and technical books for every need, is shelved in the library of the school for the use of its students.

Coöperating libraries and institutions—In addition to its own equipment, the school has the cordial support of the libraries in Madison and throughout the state. The libraries of Madison, all of which are at the service of the school, are: the library of the State historical society of Wisconsin with its splendid collection of books, pamphlets, documents, newspaper files, manuscripts, and maps; the rapidly growing library of the University of Wisconsin; the library of the Wisconsin academy of sciences, arts and letters, consisting chiefly of transactions of learned societies; the legislative reference library, and the Madison free library. Negotiations are in progress whereby the generous consent of the public libraries of Appleton, Baraboo, Beloit, Madison, Menasha, Neenah, Oshkosh, Portage, and Watertown to serve as laboratories for the school, will provide for a distinctive and exceedingly valuable feature.

The University of Wisconsin, with its professors available for bibliographical lectures, and its courses in history, literature, English, economics, and allied subjects for supplementary study, offers its cordial support to the school.

With a plan of work which embraces the library needs of the state, the commission will give an unrivaled oppor-

tunity to the students in its school to study traveling libraries, the coöperation of libraries and schools, libraries and study clubs, library organization, the conduct of library institutes, and the other lines of its many activities.

Course of instruction—The course of instruction is for one year, and provides 38 weeks of actual curriculum work. It is composed of technical, literary, and practical subjects and problems. These subjects include cataloging, classification, library economy in its various details, administration, history of the library movement, reference work, public documents, and bibliography.

As the book is the unit of the library, the emphasis of the course will be placed upon the study of books themselves, this study to include the history of printing and book making, practical bibliography, studies of authors and publishing houses, the appraisal of books suited for public libraries, and the consideration of the subtle relation of the library and its books to the public which it serves.

Laboratory work—A strong element in the course of study is the apprentice work that will be required of the students in designated libraries. During at least 10 weeks of the course students will be placed in the coöperating libraries, where they will do actual library work along all lines, under the direct supervision of the local librarians and the oversight of the faculty of the school. Such libraries of the state as are in process of organization or reorganization will also be used as laboratories.

This sustained laboratory work covers the practice of technical library routine, and gives actual application of the theories discussed in lectures and seminars, and the problems considered in the classroom. It gives poise and experience in meeting and serving the public, and furnishes the students a wide opportunity to ascertain for themselves how library work reaches out to all interests in a community, and that it is a vital work in the world.

Certificates are granted to students who satisfactorily complete the full course of instruction.

Requirements for admission—The minimum preparation for admission to the library school is the same as that required by the University of Wisconsin for admission to its freshman class, provided the course taken in the preparatory school is such as would fit the applicant for library work. In addition, the faculty must be convinced that the candidates are personally fitted to undertake the work. A college education is the best preparation for library work, and it is hoped that many of the students will bring more than minimum requirements.

Students are admitted either by examination or by certificate from accredited high schools.

Extra entrance requirements—In the event of more persons applying than can be accepted, a careful selection of those most eligible for the work will be made, taking into consideration such other qualifications as age, experience, physique, temperament, knowledge of books, etc.

It is desirable that every student should be reasonably familiar with books in all classes of learning, through actual contact with the books themselves. But an intimate acquaintance with certain books is a special entrance requirement. This required reading list will be sent on application to the director of the library school.

It is desired that as many as possible should come to the school with actual library experience. But those candidates who offer no library experience must have had not less than one month's practical work in a designated library before the school opens on September 26. Such apprentice work will be arranged by the director of the school for the students needing it.

Applications—Students desiring to enter the school should send for application blanks to the director of the library school, Wisconsin free library commission, Madison. Previous to making application, intending students should, if possible, come to Madison for consultation with the officers of the school.

Tuition and expenses—The tuition fee for students from Wisconsin is \$50 for

the course, \$25 payable at the opening of each semester. For students outside of Wisconsin the tuition fee is \$80 for the course, \$40 payable at the opening of each semester. The average cost of text-books and supplies for each student is \$20.

The commission pays the traveling expenses for the required laboratory work. This allowance on the part of the commission is a proof of the liberal foundation and broad policy on which the school rests.

Board and room may be had in Madison for from \$5 to \$7.50 a week. The officers of the school will interest themselves to secure comfortable quarters for the students both in Madison and in the places to which they are assigned for laboratory work.

Positions are not guaranteed to graduates. MARY EMOGENE HAZELTINE,

Director.

"As the value of a library in the home depends largely on the fitness of those in charge (i. e. the parents), so the value of the public library depends largely upon the librarian. She should have the same love of the best in literature, the same power to inspire enthusiasm for it, the same warm and vigilant sympathy for her pupils, the same ability to secure a loving care of her treasures, the same alertness in devising means to interest the children in reading better and better books, and in fostering mental aptitudes by getting the best books upon special subjects. She should have a keener business ability and a more intimate knowledge of child nature. She should be a woman of innate refinement, cultivated and methodical, a good housekeeper in her public rooms, and should have special training in library economy and pedagogy. She should have the power of leadership and be able to gather the young people in classes and clubs as they leave school, and to inspire them to continue their education in the library, which she should make a local college."—*Extract from address by E. A. Hardy.*

Summer Library Schools

Chautauqua library school

The Chautauqua library school is one of the many summer schools conducted by the Chautauqua institution, every year, at Chautauqua, N. Y., for six weeks in July and August. It is now in its sixth year. It is designed for librarians of the smaller libraries and library assistants who can not leave their work for more extended courses. Its aim is to give a general understanding of modern methods and ideals, and as much instruction in technical methods as the six weeks' course permits. The school is under the direction of Melvil Dewey. Miss M. E. Hazeltine of Jamestown, N. Y., has been resident director from the beginning, assisted in the work of instruction by a staff of experienced teachers. The longest courses are cataloging, classification, and reference work. Lectures on bookbinding, book ordering, the relation of the library to schools and clubs, and other topics are included in the course. The school is visited every year by several prominent librarians. Among these are, regularly, Mr Eastman, state inspector of libraries, and Mr Peck of Gloversville, and, frequently, Mr Elmendorf of the Buffalo public library, and Miss Ahern, editor of PUBLIC LIBRARIES. All these visitors lecture on topics on which they are specially qualified to speak with authority. In addition to these, the school is often favored by the professors in the other Chautauqua schools, with lectures on phases of their subjects which bring them into touch with library work.

The work is arduous because of the amount to be covered in a short time, and requires at least 40 hours recitation and study each week. The students have opportunity for laboratory work in model libraries in the vicinity, and of using traveling libraries of more than 1000 selected books sent by the State library for the use of the Chautauqua instructors.

The tuition fee is \$20 for the course. To this must be added the gate fee of \$5, and from \$6 to \$10 for text-books,

catalog cards, notebooks, etc. Good board can be had from \$7 a week upward. The beautiful and healthful location and the opportunity of attending the many concerts, general lectures, and other entertainments free to all students of the Chautauqua institution, are added advantages of the Chautauqua school.

Iowa summer library school

In considering plans for library advancement in the state, the Iowa library commission recognized, in the very first year of its work, the importance and need of systematic instruction for the librarians of the state in modern library methods and records. From the very nature of the library extension work which the library commissions are created to accomplish, it was at once evident that the standards of librarianship in the state could be raised more effectively by means of instruction and lectures given to groups of students than by attempting, by personal visit, to aid each librarian in these matters. For this reason the Iowa library commission decided to provide a six weeks' summer course in library training, after having secured the cooperation of the regents of the State university through Pres. MacLean, a member of the library commission. The secretary of the commission was made the director of the school and the first session was held June 17-July 27, 1901, at Iowa City, as a regular department of the summer session of the State university of Iowa. The school has had a session each summer since that date, the session announced for the coming summer being the sixth one.

Persons desiring to engage in library work in the state are encouraged to attend a regular library school where systematic training is given for one or two years, but if this is found impossible and they are already engaged in library work or have a definite appointment to a library position they are urged to attend the summer session. The distinction is clearly recognized between the courses offered in a regular library school and that in a summer school, but the highest

standards possible for summer school instruction are maintained. In all cases, where the subject admits, the instruction is accompanied by practice work which is carefully revised and criticised. Daily instruction is given in cataloging (with practice work immediately following) for a period of five weeks. Two weeks daily consecutive work is given to classification.

The first and fundamental records, such as accessioning, classification and the shelf-list, book cards and other features of the loan system are treated fully, so that the inexperienced librarian may be able to care for the essential records of her library in an intelligent manner. Esther Crawford was identified with the school as head instructor during the first four years and gave to the school such high standards and clear ideals as will leave her impress upon the school for many years, and it was keenly regretted by the commission that she found it impossible to continue her connection with the school. A distinctive feature of the Iowa school has been the course in Library work with children, given each year. Annie Carroll Moore, the children's librarian of the Pratt free library of Brooklyn, gave this course in the school for three years and established standards which will be maintained for this important feature of library instruction. The work with children is recognized as of vital importance to all free public libraries, however small, and most gratifying results have been obtained from this course. Last year a course in literary criticism was given in order that library students might become familiar with some elements of literary art that enter into the estimate of books. A new course the coming summer will be for teacher-librarians on the use of books in school work.

During each session lectures are given by members of the faculty of the university, members of the library commission and visiting librarians. This feature has had a most inspiring and broadening effect upon the students. Such well-known library workers as J. I. Wyer jr, of the University of Nebraska, M. E. Ahern,

editor PUBLIC LIBRARIES, Chicago, Edith Tobitt, librarian of the Omaha (Neb.) public library, Electra C. Doren, vice-dean of the Western Reserve university library school, Cleveland, and the librarians of our own state have addressed the students from time to time.

The work that is being done by former students in many of the libraries of Iowa bears eloquent testimony to the practical service that a summer school may render to an earnest and ambitious librarian.

ALICE S. TYLER.

Secretary Iowa library commission.

McGill university, Montreal

History—Opened in 1904, partly as a development of an apprentice course which had been given for seven years previously, partly in response to a steadily increasing demand for library training.

First session held in the McGill library from June 14 to July 6—108 hours of actual instruction, exclusive of visits to other city libraries, bindery and printing office.

Subjects taught: Classification, cataloging, accessioning, shelf-listing, charging and order system, desk work and reference work, including elementary bibliography, with demonstrations on binding and repairing books, library records, etc.

Three instructors gave their whole time to the school, two of them being graduates of the New York state library school, and one of the Pratt institute library school. There were special lectures by Dr Melvil Dewey, Dr James Bain, Mary W. Plummer, Mrs S. C. Fairchild and W. R. Eastman. Twenty-two students took the full course and there were four partial students.

The second session, held in 1905, was similar in general plan to the first, but was lengthened to almost six weeks (May 23 to July 1) and proportionately improved.

Subjects of instruction and instructors: practically the same as those of previous year.

Thirteen pupils took the full course and there were 12 partial students.

Aims—Primarily to give advice and additional training to librarians and assistants of the smaller libraries and to intending librarians who have had no previous experience; also to enhance public appreciation of the library, its utility and possibilities.

Results—The school is still too young to show great results, but it has assisted in the reorganization of certain libraries, and its aims in other directions have already been realized in some measure.

Plans for future—An eight months' course, complete in one year, with an independent summer course of four to five weeks, the latter especially intended for librarians and assistants of smaller libraries and for teachers. The course to deal only with the most practical subjects, carrying these only as far as can be done thoroughly. It is hoped that the full course can be so framed as to be especially useful to Canadians, while at the same time broadening the outlook of the student.

In the approaching summer course a certain amount of advanced work will be offered if a sufficient number apply for it beforehand.

Students are not lost sight of on leaving the school, but are urged to write for advice or help at any time.

C. H. GOULD.

Minnesota

The Minnesota summer school for library training was opened in 1900 as a department of the summer school of the University of Minnesota, although entirely under the direction of the Public library commission.

The purpose of the school is to raise the standard of service in small public libraries of the state which can not afford trained librarians. Since more than two-thirds of the public libraries in Minnesota still have an income of only \$1000 a year or less, it is apparent that the demand for better service in these libraries can not be met by the regular library schools. The school aims to give simple methods of technical work, to arouse interest and en-

thusiasm in library extension, and by contact with other library workers to promote acquaintance and esprit de corps. Only those holding library positions or under definite appointments to such positions and teachers in charge of school libraries are admitted.

The course includes classification, cataloging and methods of work adapted to the needs of a small library, only making the attempt to open these subjects in six weeks' time, since further instruction is given by the librarian of the commission to each individual librarian in her own library. Lectures on subjects of general interest have been given by visiting librarians from year to year, and in 1905 the students were admitted to the lectures in literary criticism given in the regular University summer school. Visits to the various libraries in the vicinity, and exhibits of library supplies, library aids, and picture bulletins have been made special features.

During the six years of its existence, there has been an attendance of 60 students from Minnesota libraries including public, college, and high school libraries, and 14 students from libraries in other states. The direct results of the school may be seen in the marked improvement in the administration of the small libraries, and more especially in the increased interest and enthusiasm among librarians throughout the state. The school has succeeded in setting a certain standard, so that trustees of newly established libraries and older libraries receiving Carnegie donations are now for the most part requiring applicants for positions to take the course. Another significant fact is that six students of the school have since entered regular library schools.

In the summer of 1906 a supplementary course for students who have satisfactorily completed the regular course will be added, and a special course will be offered to teachers in charge of school libraries.

CLARA F. BALDWIN,
Librarian Minnesota library Com.

Training Classes in Libraries

The apprentice class in the Brooklyn public library

The Brooklyn public library has an apprentice class which forms once or twice a year as occasion may require. The apprentice class does not pretend to rival the library schools in training, but aims to train its members in the methods which obtain in this library. Each applicant is required to pass an entrance examination which presupposes a high school education or its equivalent. The term of apprenticeship has been increased within the last year to seven months. The apprentices receive elementary instruction from the various superintendents in the more technical branches of library work, such as reference work, accessioning, shelving, cataloging, classification, book numbering, alphabetizing, and children's work, with practice work on these several points. Lectures on the practical work and everyday routine are given by the branch librarians. Their practical training is an outcome of the work they do and the experience they gain at the various branches, under the watchful tutelage of the branch librarians. The latter submit a detailed report of such work to the superintendent of apprentices each month, with comments on the fitness or unfitness of the apprentices.

Each apprentice is stationed for a month at a time at a branch, thus enabling her to gain the varied experience of six branches, situated in six different portions of the city, widely differing as to their constituency, as a rule.

At the expiration of the term an examination in library economy, covering the instructions and lectures given by the superintendents and branch librarians, is held, after passing which successfully the apprentice is placed on the eligible list for a third grade position. It is felt that since the members or graduates of the apprentice classes form by far the larger number of the staff of the library, it is desirable to make their training as thorough and complete as

possible. The results gained have proved most satisfactory and encouraging, some of our former apprentices being among the brightest members of the present staff.

Training classes in the public library of Cincinnati

Apprentice classes have been conducted in this library for several years. Admission is by examination, and those passing satisfactorily are appointed as regular members of the staff, drawing salaries from the beginning. The first classes were for catalogers only. The entrance requirements are the same as those of the library schools, including a knowledge of history, literature and two foreign languages, as well as general information. While a college degree is not demanded, college training, or its equivalent acquired in another way, is necessary for those who would successfully carry on the work of the departments for which we prepare our assistants. More recently, classes were formed for substitutes and assistants in the circulating department, for which the entrance examinations were less difficult and a speaking knowledge of German only was required. For this work a high school education is necessary.

The course of instruction for the classes of catalogers includes classifying, cataloging, shelf-listing, accessioning, trade bibliography, reference work, children's work, note-taking, typewriting, library handwriting and alphabeting. Collateral reading along the lines of library economy is also suggested. That the members of the class may receive a thorough library training they are sent to the various departments of the library as opportunity offers.

The instruction is given in the form of two lectures daily, together with practice work, and we aim to make the course thorough and comprehensive. Following closely the methods of the best library schools, we offer through these classes the technical and practical instruction which would be of value to the assistant in any library, but, as

our training is primarily for our own needs and not in competition with the library schools, we adapt these methods and principles to the requirements of this library. The experience gained in the daily work is a valuable part of the training, and at the end of two years the assistant trained in this way is of more practical value to the library than the newly graduated library school student with no experience. The apprentice class, however, can not give the broad outlook of the library school because there is not so much time for the presentation and discussion of the theories and ideals of the work, and we are obliged to omit the visits to other libraries which are part of the regular library school course.

For three months these classes require the entire time of one experienced member of the staff, and one-half of the time of another. This time is given to the preparation and conducting of the lectures, the supervision of the practice work and the revision of cards and problems. At the end of this time the members of the class have acquired a certain amount of usefulness and the time given by the instructors diminishes. This work has always been carried on in addition to the regular work of the cataloging department and has not been made a special feature calling for assistance from instructors outside of the members of the library staff.

The only drawback to the work and perhaps the one discouraging feature of it is that we can not hold these students after we have trained them. Other libraries are willing to pay them more, or they realize their ability to grow in the work and decide that a library school degree would augment the commercial value of the training and experience received with us. Some of our students have accepted good positions in other libraries, and others, after successfully passing examinations on the first year's work at the library school, have entered the senior year, thus obtaining their degree by spending one year at the school. They have then entered the field with

two years' experience in practical work and one year's library school training as their personal equipment. In view of these facts the question presents itself: Are we spending our time and money to good advantage in training these young women; or is not the profession at large reaping a greater benefit from our efforts than our own library?

The classes for substitutes and assistants in the circulating department are instructed in the work of that department, each member of the class receiving individual instruction. The working of the various departments, the classification and the catalogs are carefully explained. Alphabets are taught, problems are given on the shelf arrangement and catalogs, and much attention is paid to the children's work. Their instruction is not as comprehensive as that given to the catalogers and does not include the making of records. They are, however, assigned work in the various departments until they have an intelligent understanding of the working of the library as a whole. This is a satisfactory method of preparing assistants for certain kinds of work and is of undoubted benefit to the library.

LAURA SMITH.

Training class of the New York public library

In the New York public library a training class for the work of the circulating branches has been maintained for some years. The reference department has no training class but takes in apprentices as may be required. The size of the class has steadily grown as the demands of the library have increased, until at present the number of students is 30. The term of apprenticeship has also been extended from time to time and is now nine months. Methods of training have kept pace with this growth, the proportion of time given by the student to receiving instruction and to doing practical work being about two to three. Instruction is given in all technical lines needed for the work of a general assistant, and to some extent in literature and general information,

particularly library information. In cataloging the course is most elementary but is supposed to give sufficient knowledge for an intelligent use of a dictionary card catalog.

Educational fitness of applicants to enter the class is tested by an examination in arithmetic, history, English, literature and general information, such as an intelligent young woman with a good high school education should be able to pass. Personal qualifications are also considered and undesirable candidates are usually eliminated after a month or two of probation.

The class at present occupies a room prepared expressly for it in one of the Carnegie branch buildings, takes the entire time of one instructor and assistant, with occasional lectures by other members of the staff. Outside librarians also are invited to speak to the class at their convenience and occasional trips are taken to visit neighboring libraries. A collection in bibliography and library economy for the use of the class is maintained and much reading of technical literature is encouraged. A club of subscribers to PUBLIC LIBRARIES is formed in every class. Of 110 students who have gone through the class satisfactorily, 87 are now on the library force. Several of these are first assistants and one is eligible to appointment in charge of a branch.

Besides the training of new assistants in the class, the library has taken some pains to give instruction by lectures to regular assistants who had had no systematic training before entering the force. Librarians have expressed pleasure at the increased interest and efficiency of assistants attending such lectures.

ELIZABETH L. FOOTE.

Somewhere in the school curriculum should be a place where instruction is given in the uses of a library. To know how and where to get information when it is needed is quite as important a part of education as the storing up of unrelated facts.

Letters from Librarians Who Have Been in the Schools

Some observations

In a recent article on the apprentice class versus the library school (*PUBLIC LIBRARIES*, Jan. 1906, 11:20) one of the advantages of the latter is said to be "intercourse with instructors who have fitted themselves to impart knowledge and who personally are active workers in the library field." A strong point, indeed, and one to be carefully guarded. But it brings to mind the common criticism of the library schools today, that they are adding to their faculties too many graduates without practical experience. They may be born teachers, yet they can only pass on what has been taught them. In the seclusion of the library school what can they know of the complex problems daily faced by the librarian in a small town? How can they distinguish between essentials and nonessentials? Yet a lack of this leads to formalism and pedantry. To come up to our ideals even the lowest paid assistant should have shown marked ability in the outside library world. This may be impracticable, but exceptions to it should be rare.

It is in no spirit of hostile criticism that this is written, but with a full appreciation of all the schools are doing in raising the standards of the profession. I am proud of my library school degree, and would like to direct others to my alma mater. It is for this reason that I see with regret a tendency likely to impair so seriously its efficiency.

A LIBRARY SCHOOL GRADUATE.

Another point of view

The greatest advantage a library school graduate has in going out into the actual work is the feeling of confidence inspired by her training and knowledge of how to use her text-books. In theory she has at her command the best of all the systems used by the leading libraries in the country, and it remains to be seen how she will work out the problems that confront her in the library of which she takes charge.

Lack of practical work is the one

drawback in library school training, and without this the student becomes too much impressed with the number of details taught as essentials. It is only after she has been in the actual work for some time that she is able to take a normal view of what is really essential and what is not.

The library school of the University of Illinois offers unusual advantages in the way of equipment and method of instruction. Being housed as it is in the library building of the University library it has the use of a working collection of nearly 60,000v. Besides this, the collection of notes and samples illustrating all departments of library work are invaluable for instructional purposes. The instructors are engaged in active work in the University library part of the time and in this way keep in touch with the practical side of the work.

Among librarians the library school of the University of Illinois stands for accuracy and carefulness of detail. This is one of the results of the policy followed from the beginning—that of maintaining a very high standard of work.

From the view point of the school this policy is a good one and yet it means the sacrifice of other things of equal importance to the individual student. Where the standard is set so high and the course is so full of regular routine work there is very little chance for the development of individuality. Theoretically, the value of "personal contact" is emphasized and yet very little personal encouragement is given by the instructors.

No one would ask to have the standard of work lowered, but if the entrance requirements were put on a graduate basis less stress would have to be put there and more attention could be paid the individual student. After all, it is personality that counts as much if not more in library work than in any other profession.

LILLIAN B. ARNOLD,
Illinois '02.

Montreal summer school

I am very glad to have an opportunity of expressing my appreciation of

the Canadian summer school of library economy, held in Montreal, which I attended. Although I had been in the work for some years I never had before such an insight into or true idea of what a librarian's work was, or what a library means to the people who come to read or borrow books. The technical part, such as classifying and cataloging, was taught from the beginning, and in my work every day I realize how much benefit the school has been and is now to me.

The teaching is eminently practical, every facility being given the students to gain a working knowledge, from folding the paper, binding and mending the books, up to the reference work.

In this connection we visited one of the large printing establishments of the city, and the Westmount library where the Cutter classification is used and the Browne charging system, both of which we now use in our new library in Galt.

Another feature the class had the advantage of which was not only helpful but delightful, lectures were given by librarians of long standing and wide experience.

The instructors are also people who are in the actual library work and are efficient and painstaking. I feel sure that our Canadian library school is an institution that will be a great help to librarians in every way, even if it is only to draw together those whose aims and work are the same, and I trust it will flourish and extend its usefulness.

Our public library in Galt was opened last August. Galt is a town of 9000 people and is distinctly a reading community. My work is not only for my livelihood, but my life, I love it. I am trying to overcome the fiction-reading tendency and am full of hope for my young people. ALICE G. MILLARD, Lib'n.

Library training at Pratt institute

The criticism of any school of library science by a graduate must necessarily be influenced by the education of the student before entering the school and the library work undertaken after graduation. Emergencies arise, all too rap-

idly, as we enter into the work, and, like an ungrateful child, we exclaim, Why was I not given instruction for this occasion? Why was I not provided with a remedy for this library ill? On the other hand, we are many who enter the door of the library school supremely ignorant of the profession we would make our calling, having, as the only excuse for our audacity, that alluring and deluding quality, "a love of books." We plunge into the maze of technical training and in a short time we emerge with the confusing glamour of our vision gone but with a clear view of the importance and difficulty of the work in which we have engaged. Then we wonder how so much could have been accomplished in so short a time. I would urge any library worker to take a course in a library school if it were only to remove the superficial view of the profession and to put her on a common sense working basis. This, I consider, the library school of Pratt institute does. We were, perhaps, taught to stand too much in awe of our work, and I would recommend a good strong stimulant of courage and encouragement for the last term of the course.

On leaving the library school, students, as a rule, are called either to catalog in large and small libraries, or to organize and reorganize libraries. The course in cataloging at Pratt institute is excellent and, as a foundation, is very satisfactory for future use. In preparation for the work of organization, much, I believe, might be added to the course. Under this head I would include a comparative study of forms of blanks used in libraries of various sizes, and the making by the student of blanks for some specific library; also a more extended study of practical printing. Teach us how to get up a clear, artistic circular and a neat, legible bulletin.

It seems a waste of time, especially in the first year's course, for the student to compile extensive bibliographies or lists. Rather let her study forms and examples with a little practical work. The requirements for admission to the school in standard literature can scarcely

be raised too high, but in every public library there is a constant demand for the lower classes of fiction and it would accord with the aims of the school to have an exhaustive and extensive course in this kind of literature.

Pratt has exceptional opportunities for introducing its students to the large bookstores, book auction sales, etc., of New York city. In the past year or two the library school of Pratt institute has eliminated from its curriculum subjects which do not bear directly on library science, such as typewriting and lectures on literature, and this I feel is a move in the right direction.

If the library schools will give us comparative studies of methods and practices in the best libraries, we will be well equipped for this profession of mining and distributing the literary stores.

In library work, as in all other work, common sense is at a premium, and it has been my experience that one is as likely to be called upon to instruct her janitor in the use of a gas lighting machine or to find a proper floor polish, as to give a list of the year's best fiction.

HARRIET B. GOOCH.

As one student sees it

To anyone planning to take a course in a library school, especially a one-year course, some previous experience in practical library work is very valuable. Indeed it might be a good thing if library schools could make that one of their requirements for admission, for in that case the students would get more out of the course with a smaller expenditure of time and energy. For example, see how much is accomplished in the summer schools in the few weeks during which they are in session, just because their students have had more or less practical experience and know what they are working for.

This practical experience ought not to be hard to get, for librarians as a general rule are very willing to do all they can to help beginners, provided they show aptitude for the work and willingness to learn. Of course the apprentice receives no pay and probably

a good many would feel that they could not afford to give their time in this way, but the fact is that the experience they will gain will count not only in the library school but after they have graduated, and the positions they obtain will be proportionately better.

It seems to me that the more experience the student may have had—unless she has become "set" in her own ways—the more valuable she will find her library school course. I had 10 months' experience myself as an apprentice in a library where I had a chance to become familiar with all the various lines of work, and I have never regretted a moment of that time; indeed while I was in the library school, I often wished I had had a great deal more experience.

If a college girl is planning to enter a library school after she graduates, let her wait a year and spend that time as an apprentice in some up-to-date library, preferably a small one where she can gain experience in as many lines of work as possible. If she feels she can not afford so much time, let her take three or four weeks' vacation and spend the rest of the summer in a library. Even then she will have had more vacation than she will have after she becomes a librarian, and she will find that two months' experience is better than none. Possibly too she will be able to work in the college library during her course.

One important thing which is learned by the apprentice while she is gaining experience is whether she really has any aptitude for the work. If she hasn't it is better she should find it out in that way than after she has spent the money for a course in a library school.

Another important thing learned is the line of work which appeals to her particularly, whether she prefers to do desk work, cataloging, reference work, or work with children, or wishes to have charge of a little library of her own. If this point has been decided before the student enters library school and she knows in what particular line she wishes to specialize, she can devote special attention to those courses all through the

year from the very beginning and thus be much better prepared for her future work than if she had not made up her mind on this point until the end of the course.

Indeed, the student who has had some practical experience before entering the library school daily reaps the benefit of it and any further details are unnecessary. The point I would make is this: Of two library school students, equally bright, but one with experience, the other absolutely inexperienced, the former will accomplish better results than the latter with less expenditure of time and energy. Not that the latter will not do good work—she does; she does splendid work—but the former will do just as good and do it more easily. At the end of the year she will be less worn out and better able to fill a position acceptably. Some of the present nervous strain of a year at a library school, which is acknowledged to be considerable, will be lessened.

EDITH M. BURRAGE,
Simmons college '04.

A recent New York graduate's views

When I am asked: Do you regret having taken the course at the State library school? my reply invariably is: On the contrary, I consider the two years well spent. Whether I remain in the profession or do no further library work, I shall feel well repaid for all the time devoted. And this is not a purely individual opinion. In fact many agree that outside of the question of library administration, the course is so bound up with other educational and cultural work, and gives so good a discipline, that it can not be completed without broadening one's outlook and increasing one's knowledge in many directions.

One of the agencies that help produce this broadening, this increase of culture, is the large acquaintanceship gained at the school with those who are leading the world's intellectual advances. It is not necessarily personal acquaintanceship that is meant, but the kind that comes from learning of all the products of a man's pen, or study-

ing his books, or hearing of his doings, as well as listening to his addresses, or actually conversing with him. The importance of the State library and the enterprises in which it is interested, making it a sort of library center, as well as the special invitations sent out by the school, bring to Albany most of the prominent librarians of the country. In addition to these there come a few active workers in other fields. The students therefore have an unusual opportunity to meet many people and to learn at first hand just what they are doing, or thinking.

Besides such acquaintanceships, others hardly less valuable are those of one student with all the others. Drawing its pupils from so broad a territory, open to college graduates only, and containing so fair a proportion of men, the school gives much opportunity to rub shoulders profitably with classmates who generally are worth while. Such features, of course, are not peculiar to this school, indeed they are among the chief things to be expected from any academic course. But when a school is so small and the course so brief, the usual influences of this kind accomplish much more in proportion. And this is the more remarkable when the school is a technical one.

Again, it is only to be expected that the students at any technical school will feel a love for their work. But at Albany this feeling is so strong, this "library spirit" so developed, that it is well-nigh impossible to study there without storing up sufficient library enthusiasm to last a lifetime, or at least to tide one over any temporary spell of discouragement. This spirit in itself, for which the school has always been so justly known, is probably its most valuable single feature.

Before passing from more general observations to the courses of study, it may not be amiss to record here the hearty appreciation by the students of the pains taken by several of the faculty to make the stay in Albany pleasant and profitable from the social side. The cordial and close relations that re-

sult do much to add to the value of the course. This is but a small matter some will think, but yet it is more important than hasty consideration would indicate.

On the technical side also there is much to commend. While from the student's point of view most of the work is admirable, yet in many places there is room for improvement. Many features, both good and bad, can not be mentioned. There are, however, two items worth noticing at once, which, though seeming admirable to me, used to be subject to a difference of opinion. The first concerns the subject called American libraries. This consisted of a few lectures on topics such as the A. L. A., types of libraries, etc., following a brief report of news of the library world, and comment on the bulletins, circulars and other publications of libraries. Many of the students thought this weekly hour a waste of time. Yet some of the most useful information was gained here—information that shed light on points in many other courses. Beginning as it did at entrance, and continuing through the junior year, this course was a most effective means of giving perspective and of putting one quickly in touch with the whole library movement.

The second point is of a similar nature. The State library and school together being a sort of library headquarters, they give opportunity to observe through their exhibits, apparatus, commercial appliances and printed forms, many devices that may never be seen together in any other one place. Attention was continually called to them which was sometimes resented as over-emphasis of machinery. When the same idea that insisted on the importance of this very machinery not only encouraged but compelled students to make a small collection of their own, resulting in that curious and bulky "old man of the sea," called a "collection of notes and samples," the resentment often turned to hidden ridicule (which, strangely enough, one often lost consciousness of in the zeal of

the collector). There were, of course, among these things or in the student's notes and samples much that a given individual might never need, yet it is more than probable that the resulting knowledge of the things that are needed more than repays all the time and trouble spent on the rest.

Turning now to the other side of the ledger account, the most striking shortcoming is the need of a corps of instructors who besides knowing their subjects know how to teach them. As fees are charged and only college graduates admitted, the school ought to offer good instruction. The students are used to it and under the circumstances expect it. And in some instances they do get it, but in others they do not. Under the present arrangements perhaps the only way of improving this condition would be to insist on each instructor studying not his subject so much, as how to present it, before entering the classroom.

From the acquaintanceship standpoint the lecturers and visitors from the outside are always of value. Generally they are of value for their instruction as well. Unfortunately, due to a duplication of subjects, this is not always the case. If a visitor dropping in be invited to address the school, if he has no specialty there can be little ground for complaint if he touches on what is already known. But when a lecturer is invited from the outside, his subject should be either suggested and defined by the school, or submitted in advance, to prevent duplication of part of a regular course or of a lecture by someone else. There are so many subjects that can never be adequately treated in the school courses, and one or two so barely touched on, that it ought not to be difficult to find the proper one. And if in some cases the right subject could not be found, then the lecturer should always speak of special features of his own library or peculiarities of his own work. Whenever this has been done the result has been interesting, has shown individuality and rarely caused duplication.

A third item is the quantity of work necessitated, especially in the first year. The strain is so great and is so aggravated by the unfortunate physical conditions of the State library, that the break-down of a student each year should be no surprise. The work could be lessened somewhat by making the courses suggestive rather than exhaustive. Of course, none of the courses are actually exhaustive, but the cataloging courses are, for example, carried too far. If a subject be brought to what is known as the fruit-bearing stage, that is, to a point where the student can go on and is willing to go on by himself, that is all that is necessary. Principles are more important than precepts. Why, therefore, teach so much detailed cataloging and have several compulsory courses in this one subject? A readjustment of all the courses that would permit the introduction of the elective principle, and at the same time guard against the slight duplication that now exists, would be a further measure to reduce the burden of the work.

Another place where the strain could be relieved is in the "book selection" course. Admirable as it is in so many ways, it requires too much mechanical work. By decreasing the number of books studied, leaving more time for discussion of those remaining, and by eliminating a large percentage of the book-note routine, a decided improvement could be made. Any step that tended to diminish the formalism of this course would surely be in the right direction.

There is room for improvement in the printing course too. From every point of view it is important. With it should be given a lecture or two on paper, not only on paper making, but on how to judge paper. I felt a need of this all through the two years, and although leathers and binding were studied, there was no systematic work concerning qualities of paper.

It also seems to me, and to at least one of my classmates, that an opportunity to produce important bibliograph-

ical contributions is now allowed to pass unimproved. Instead of each student picking out an independent and sometimes random subject for his original bibliography (necessary for graduation), some valuable and much-needed material might be turned out by a whole class working together or divided into two or three groups. By their senior year the students are sufficiently trained to do fair work, and under proper direction they ought to accomplish one or two big tasks. Occasionally students have worked together in twos and threes, and once I believe a whole class did a piece of indexing in this way. Have not the results been sufficient to justify further work on this plan? If a student preferred to work alone he could be limited to a choice of subjects suggested by the instructor in charge—subjects on which librarians are waiting for bibliographies. Or each might select his own, if that is thought absolutely essential to demonstrate originality, but the subjects should bear sufficient relation to each other to make the year's output a unified whole.

Two other features remain, where the trouble is mostly with the students, and they could be corrected by just the proper handling from the first. One concerns the students' committees on the annual visit to libraries. The individuals on these committees, in a few cases, pay scant attention to subjects other than that of their own committee. Instead of getting a general idea of a given library first and then going into their own subject they may, for instance, start in immediately to examine an obsolete charging system, when the only thing of value in that library may be its incunabula. And sometimes a student may neglect an important library entirely, saying in excuse: Oh! that wasn't one of those for which I am responsible. The idea of the committees and their comparative reports is a good one, but they should not be allowed to defeat their own purpose.

The remaining feature is one that is seen carried to its extremes and absurdities in such an institution as the United States military academy at West Point.

It is the importance attached to marks. Some of the students think too much of passing their examinations "with honor," and getting their certificates "with honor," etc. That sort of idea is out of place in a graduate school. It is put into the heads of the newcomers by the seniors, who have in turn received it from the class before them. No doubt if the faculty realized the extent of this feeling, though hidden, they would adopt measures to counteract it. Fortunately, however, the majority are free from both these pettinesses, nevertheless they are sufficiently in evidence to warrant comment. Sins of commission on the part of the students, they are sins of omission on the part of the faculty.

To sum up, it is not too much to say that though there is much that could be improved (and may have been since last year), the school, considering its limited funds, offers unequaled opportunities. Over and above the technical courses, which in most cases are well planned, the acquaintanceships to be made, and the spirit and enthusiasm to be gained, must always be reckoned among its most important offerings. Especially true under Mr Dewey's administration, this bids fair to continue. The increase of the student's general knowledge, though largely incidental, the speed with which he is put in touch with the whole library movement, and the facilities for seeing an unusual number of library devices are other especially valuable features.

On the technical side, if in all cases the instructors were good teachers, and the lecture system so revised that there could be no duplication; if some of the courses were made more suggestive and less detailed, with possibly an attempt to make some studies elective, so that the strain of the work was lessened; and if the faculty would coöperate with the students to eradicate some vestiges of the school-boy spirit, the most essential improvements would be made from the student's point of view.

LEON M. SOLIS-COHEN, 1905.

The Training of Librarians in the Province of Ontario

E. A. Hardy, Toronto

Library workers are like their fellow mortals in this characteristic that they disagree very fully on many points. On one point, however, there is general agreement, namely, the great value of the librarian to the successful conduct of a library. True, libraries may exist and discharge some of their functions without a librarian at all or with a very indifferent librarian, but no one can view such a condition of affairs without regret.

One fact may be noted here in proof of the value of trained librarians: The circulation per volume in all the public libraries of this province in 1903 averaged $2\frac{1}{4}$ issues per volume; for the free libraries the average was 3; for Toronto and Hamilton together it was 4, and if one could include the use of the reference books the average circulation would go up to 10 or 15. It would be fair to infer, therefore, that if our libraries generally could have trained service at their disposal for the year 1906, the circulation would be four or five millions instead of the two and one-half millions of 1903. What it would mean to the province to have its people read two or three times as many books as they do now, and books of a much better class (for that would follow the service of a trained librarian), I do not know, but at least I can look into the future and hope for that blessed time.

Granting the desirability of a trained librarian, how can this matter be accomplished? We have at present in Ontario, according to the minister of education's report, 484 public libraries, of which 146 are free public libraries. The first practical question is, how many of these could pay for trained service? I am informed that about 20 libraries in the province are paying \$200 and upwards to their librarians, and the following table shows the income of our larger libraries and what they could afford to pay in salaries:

Income	Could pay	No. of libraries
\$500 to \$600	\$100	8 not free and 13 free 21
\$600 to \$800	\$150	10 not free and 11 free 21
\$800 to \$1000	\$200	7 not free and 6 free 13
Over \$1000	\$300	1 not free and 24 free 25
		26 54 80

This means approximately that at the beginning of 1906 we have 100 libraries able to set aside \$100 per year and upwards for trained service; that 25 of these will be able to pay only \$100; that 25 will be able to pay at least \$150; and that 50 libraries will be able to pay at least \$200, 25 or more of which could pay at least \$300.

These are poor salaries, it is true, but it is fair to remember in this connection that the average salary of the female public school teacher in this province during the year 1903 was \$324.

It should be remembered also that many libraries that could not pay enough to employ a librarian's whole time could pay from \$25 to \$150 a year for such service as selection of books, classification, cataloging and the more technical duties of the librarian. Many teachers and others could be engaged who could supplement their regular incomes by this special library work, while the merely mechanical work of giving out and taking in the books could be arranged for at a merely nominal cost.

We are at this point compelled to consider what the duties of a librarian are. This is not an easy question to answer, if your answer is to apply equally to the Toronto public library with its 140,000v., half a million circulation and income of say \$35,000, and the Bloomsbury public library with its 195v., 520 circulation, income of \$42.84. Both these libraries need a librarian, and both need to spend every cent of their income judiciously, but the requirements are so far apart that it is obviously impossible to define the term so as to include both libraries. To arrive at a working definition, then, let us fix upon a library with an income of say \$1000 and over. This library could afford to pay \$300 for a librarian's services, and assuming the post to be filled by a lady, and that she would give her whole time

to the work, what would her duties be?

The duties of such a librarian would be of two kinds, which, for want of better terms, I shall call mechanical service and trained service. Mechanical service would include a) such details of circulation as the issuing and receiving of books, the issuing of membership cards, collection of fines, making up of statistics of circulation, etc., and b) the supervision of the rooms and the books, involving such details as the presence of the librarian in the building at certain hours, her responsibility for the rooms being clean, the labeling of the books, affixing bookplates, etc., sending books away for rebinding, and the placing and removing of the magazines and periodicals daily on the files. These, I think, are the chief duties on the mechanical side of the librarian's work and obviously require for their performance no special educational or technical attainment. They may be performed by any intelligent person and belong to the department of unskilled labor, and can, therefore, command very slight remuneration.

The other side of the librarian's duties, what I have called trained service, is what is known in vulgar parlance as "a big proposition," so big that I scarcely know how to compass it in brief space. This trained service involves 1) the selection of books and periodicals by catalogs and publishers' bulletins, by current reviews in the papers, and in periodicals, literary and otherwise, and by suggestions from patrons of the library; 2) the purchase of books through local orders, from publishers and wholesale dealers; from secondhand sources; 3) acquisition of donations from governments, learned societies, individual and other sources; 4) the accessioning, classification and cataloging of the books added, which means a study of the systems of classification and of the kinds of cataloging and their adaptation to her library; 5) influencing the circulation of the books, by notes in the local papers, by display of new books, by picture and bulletin work and other ways; 6) the relation of the library to the schools,

which at least means some knowledge of the problem, a study of what has been done to solve it and the utilizing of her local facilities to meet the local situation; 7) the relation of the library and the librarian to the study clubs and individual patrons who wish to use the library for study, which means a working knowledge of bibliographies and some knowledge of inter-lending among libraries; 8) relation of library and librarian to local history, the preservation of local historical material, and the filing and indexing of the same, and coöperation with the local historical society.

None of these duties that I have included under trained service are fanciful, they are simply a statement of what is going on every day in well administered libraries, and if in this province we have not yet had that class of service generally diffused among our libraries it is high time that we did have it.

By what means shall we secure librarians who can give this service or any portion of it? There are various methods that suggest themselves: by county institutes, by a brief course in one of our large libraries, say Toronto, Hamilton or London, by attendance at an established summer school, by a correspondence course with a library school, by a regular course at a library school, or by creating a summer school in Toronto. Any or all of these methods are possible. The most satisfactory method to the individual is to take a full course at a library school, but that is perhaps the least satisfactory to the province, for the library school graduate, like post-graduate brother, fails to return to her native land, the rewards in the States being so much greater.

I believe a series of county institutes could be held with great profit to all concerned. Quite a number of counties have from 10 to 20 libraries. Representatives from these could spend a day or two together at some central points, and with the assistance of some trained library worker, they could secure very considerable benefit. This seems to me the most feasible plans of enlisting

the interest and coöperation of the smaller libraries and of bringing them into touch with the later phases of the library movement. The expenses of these institutes could be met, as the expenses of teachers' institutes are met, partly by the libraries concerned and partly by the government.

As all the other methods suggested involve a course of study of some kind, it may be well to note here what would be a suitable course. The summer course at Albany may serve as a guide. That course includes cataloging, classification, bibliography, accessioning, reference work, loan or charging system, bookbinding, shelf-listing, selection of books, library economy.

Just here comes the work of the government. If trained service is necessary in libraries as in schools, and if our present conditions mean waste of provincial and municipal funds—and who can refute these propositions?—then it seems a plain duty for the government to deal with this matter. They could organize a course of instruction, draft a detailed syllabus, provide at least for the summer school and county institutes, and grant certificates to those who take the course. They might go further and give a bonus to those libraries employing certificated librarians, or give the maximum grant only to such libraries.

The Ontario library association can play a part in this movement. It can strongly memorialize the government to undertake this work of providing training for librarians, and it can join this with other equally cogent reasons for a public library commission, whose duty it would be to study the whole library problem in Ontario and seek out the best possible solutions. It can do more, failing any government action. The association can draft out a simple course of instruction, prepare a syllabus and list of text-books, and grant its own certificate to those who do the work. True, this would be far from thoroughly satisfactory, but it would be something of an advance movement and might lead to a better thing.

Library Institutes in Michigan

Hudson, Mich.

The State board of library commissioners having decided to hold four library institutes this year, asked the assistance of the State library association in arranging and carrying out the work. The first institute was held in Hudson, January 23-24. Electra C. Doren, director of the Western Reserve university library school, Cleveland, was the conductor, assisted by Caroline Burnite, head of the children's department of the Public library of Cleveland, together with some of the Michigan librarians.

The meetings were held in the public library, a \$10,000 Carnegie gift, dedicated in 1904, and a peculiarly handsome and convenient building in its general plan, and in all of its appointments. Hudson is a town of 3000 inhabitants, and the library is a well-selected collection of 4000v. The interest of the townsmen was shown in the good number who were in attendance at all of the meetings, both the trustees and other leading men and women.

Ten Michigan libraries were represented at the institute by 20 people, as follows: Tecumseh 2, Adrian 2, Hillsdale 1, Lansing state library 4, Lansing public library 1, Battle Creek 1, Grand Rapids 2, Ann Arbor (university) 2, Ypsilanti (normal college) 2, Hudson 2.

Library training

Miss Walton of the Normal college library presided at the meetings, which began promptly at 8.45 Tuesday morning, the first lecture being by Miss Doren on Library institutes and library training. An institute was defined as differing from a library association in bringing together a smaller group, for the more intimate study of technical and practical subjects in library economy than is possible in the larger and less homogeneous body of the association. The association is general in character; the institute is specific. Library training means professional efficiency. This may be attained in a general way through library associations, professional reading and library visits, or it may be at-

tained in a special way through library institutes, summer library schools, and professional schools where, through systematic work, under efficient instructors, together with the stimulus of association and the concentration of many minds on the same thing at the same time, efficient training may, generally, be more rapidly acquired than by the more general method. This Michigan institute is an endeavor to carry the methods of the schools to the individual worker, and is planned to treat a few subjects carefully and fully, with a syllabus and reading lists and samples of material in the hands of each person present, to serve as a basis of further and more detailed study and work.

Next followed an explanation of the methods in the Hudson library, most happily set forth by its efficient librarian, Miss Havens. Open shelves, a dictionary catalog, a children's department were noted, and an inspection of the stacks followed.

Children's work

The last lecture of the morning was on Children's work, by Miss Burnite, who said the first question usually asked was, Why have children's rooms? to which the answer seemed so obvious that it was often quite lost because so simple—that their reading may be supervised. A list of 15 children's books which a librarian should know, was the outline which Miss Burnite used as the framework for a logical and philosophical treatment of the subject, so convincing and withal so alluring that all present felt new responsibilities, but with them new enthusiasm in this fundamental work.

The sequence of the children's classics was discussed, beginning with Mother Goose for rhythm, through fables, fairy tales, mythology, history and biography, to the period when the interests of boys and girls diverge, the one to the heroic, the other to the sympathetic. "The boy wants action and adventure; and the girl wants—she knows not what." A book must have quality, that is, character, atmosphere, be childlike in its interests, imaginative and humorous, which

last often, to the small child, means the grotesque.

Organization

The afternoon session began with Library organization, by Miss Doren, who defined organization as "arrangement, at the least expense of the elements of time, space, material and labor," and system, as "automatic organization." Among essentials she classed records, dispatch, proper interior arrangements, and the ability to delegate work. The syllabus amplified details, and the lecture was further illustrated by ground plans of three small libraries and blanks for keeping the various records.

Miss Walton said her old library alphabet had been growing. It had formerly had but the three letters A, B and C—accessibility, bibliography and cataloging. To the first she would add adaptability, as we were learning so much that we must remember each could not use all, and what would suit one library or clientele would be unsuitable in another. Bibliography must be the "atmosphere" of the librarian, in its largest and smallest meaning, covering broad, catholic reading, with always an eye to the old amidst the floods of the new which the trade lists would smother us with. For a new letter, "D" stands for Doren, who says, Delegate work. Also, Miss Walton would add, Defer till tomorrow all possible work, for at best today holds more "rush" work than can possibly be dispatched.

Miss Doren then took up the subject of Library extension, or What books to what people, which means good, interesting, true books to all people, whatever their condition.

The evening session was held in the Congregational church, where Mr Koch, librarian of the University of Michigan, gave his stereopticon lecture on Carnegie libraries.

Wednesday morning's session was opened by Miss Doren's lecture on library accounts, and book selection and book buying. These subjects were all treated in technical detail, and were extremely clear and practical.

Miss Burnite continued her Work for

children. A printed reference sheet contained seven titles of lists of books for children, and the specific value of each was emphasized. The different editions of children's books were spoken of, and good, illustrated editions recommended. The arrangement of children's rooms was also discussed.

Miss Humphrey of the Public library, Lansing, expounded Loan systems, particularly the Browne and the modified Newark, with much illustrative material. This provoked the usual animated discussion.

The concluding lecture was on the Library of congress and other printed cards, including those of the Departments of agriculture and Geological survey, the John Crerar and the A. L. A. Illustrating by a small dictionary catalog containing samples of all, Mr Koch explained some of the objections urged against their use and expressed his belief that the lack of uniformity was not felt by the general user, and that the cards were an economy of time and money to all who use them.

The meeting was adjourned at 12.30, Miss Walton voicing the satisfaction of all present in the appreciation of the gracious hospitality of the citizens of Hudson, and, as an expression of the same, proposed a rising vote from the institute.

G. M. WALTON.

Normal college library, Ypsilanti.

Traverse City, January 26-27

The second library institute was held in the Traverse City public library on January 26-27.

After an inspection of a most attractive \$20,000 Carnegie building with its circular, open-shelved stack room, followed by an interchange of greetings, Miss Doren of the Western Reserve library school of Cleveland, conductor of the institute and the other speakers and visitors assembled in the auditorium in the basement of the building, where, at 9.20 a. m. the first session was called to order by the chairman, Theodore W. Koch, librarian of the University of Michigan and vice-president of the State association. In his opening remarks he

emphasized the fact that informality was the ideal keynote of such meetings. The attention of all present was called to the mutual benefits arising from membership in the American and Michigan library associations. The various valuable publications of the A. L. A. were especially noted for their practical aid to small libraries, a considerable collection of these tracts being supplied for examination and sale through the courtesy of the state librarian.

Miss Doren then opened the institute proper with her able epitome of Library institutes and library training. She spoke of her observations in Paris, where even the cab drivers and gravediggers have their training classes, and urged the greater and more reasonable necessity of training for librarians. Special training was defined as consisting of the "element of drill." The need of obtaining this drill somewhere and somehow was made forcible. Library institutes with their accompanying aids were suggested as a start in self-training. Note-taking was strongly recommended as a "crutch." The value of questions was also emphasized.

Outlines and reading lists were furnished on all points. The above-mentioned lecture as well as the others of the program were practically a repetition of the work given at Hudson, consequently but brief comments will be given or variations noted.

As a result of Miss Doren's suggestions in regard to equipment, etc., a brief discussion of the best sort of library typewriter followed. The conclusion was happy, each being more fully convinced than before that his own was best.

An explanation of the methods of the local library was then given by Helen Stout, librarian. She traced its history from the township library days up to its removal into the present building last March, described the charging system and spoke of the rules, resources, humors and tribulations of the library in a most interesting manner. One fact brought out was the generosity of circulation privileges which are extended

to the summer resorts scattered for many miles about Grand Travers Bay. Although the library owns but a comparatively few books the parable of the "loaves and fishes" seems to apply here.

At the close of the discussion aroused by some points in Miss Stout's narration, Miss Burnite of the Cleveland public library gave a most inspiring talk on Work with children, emphasizing the necessity of most careful supervision of their reading and furnishing a list of Sixteen children's books a librarian should know. The line of thought was similar to that presented at Hudson. Bulletins were also discussed practically with a warning against too much or too elaborate work in this line. Much discussion was aroused by this lecture. The interest in the meetings was evidenced by an increased attendance at the afternoon session.

Miss Doren spoke of library organization in a practical way, furnishing complete outlines of plans, details, with blanks. Her definitions, her classifications of essentials and nonessentials, and her summaries were both impressive and clarifying to trustees and librarians alike.

Miss Humphrey of the Lansing public library closed the afternoon program with a talk on Loan systems, furnishing outlines and various illustrative samples. The modified Newark was recommended as superior to the Browne for the average small library. A number of interesting points were made in the short discussion which followed.

The evening session was devoted to Mr Koch's lecture on Carnegie libraries. In spite of his rivals—Mrs Wiggs, Robert Burns and a revivalist—the auditorium was well filled. Noticeable among the audience were many boys who seemed deeply interested—whether in the speaker, the subject or the vain efforts of the superintendent of schools to prevent Florida from visiting Alaska and to down a Banquo-like slide, it would require an expert to decide. However, the local papers next day spoke of the lecture at length as a "fine one," and no doubt echoed the opinion of the youths of the audience.

Saturday morning Miss Doren gave her work on Library extension—assistance to readers, to interested listeners, consisting not only of library workers but teachers and superintendents of schools, club women and others. This was followed after some discussion by her lecture on Library accounts—service, reports, time, schedules, all accurately and fully illustrated by outlines, blanks, etc.—especially valuable to the librarians present.

Miss Burnite followed with a continuation of her Work for children. An animated discussion was stimulated by Miss Burnite's ideas, in which superintendents of schools, teachers and others eagerly participated. Jack London's works—especially the *Call of the wild*—were spoken of by an acquaintance of the author's, who felt that they were not only true but fascinating to young people. The general sentiment, however, was there were less brutal and equally interesting stories for youths.

Love of rhythm was given as one of a child's strongest instincts and the best means of developing it properly were suggested. The reading of poetry to children was encouraged. The masterpieces adapted to the various ages of children were spoken of in their different editions, and many valuable suggestions as to their use given. The most striking idea brought out, to many of the listeners, was that it is the heroic and dramatic in even the nickel novel which fascinates the average boy, and not the vulgar and sensational—that he loves the best and not the worst; that it is the responsibility of the children's librarian to build on this fact.

Miss Doren's talk on Book selection and book buying was much appreciated by all who heard it. She emphasized the necessity of buying books which were used by the community, also that greatest care must be taken in apportioning the funds justly. The problem of the relative importance of the purchase of fiction and reference books was partially solved. Each felt an added responsibility in this most important matter and agreed with her that

fiction was the hardest to select. The final test of current fiction was not to purchase any book which you would not give a younger sister to read. Methods of studying the public, experiments and aids in book selection were told of.

The afternoon session, a most informal one, was opened with a discussion of Library records, by Miss Humphrey. After briefly describing, illustrating and mentioning the needs of keeping 1) file of correspondence, 2) order book and slips, 3) bill book and bill copy book if paid bills are not kept at the library, 4) accession book and 5) shelf-list were discussed in some detail according to outline and the use of 6) periodical record cards explained.

Notes were compared on the above to the mutual advantage of the librarians present. After Mr Ranck, the president of the State association, took the chair, Miss Burnite, at the urgent request of all, read several poems from various sources at hand. Her reading was an ideal illustration of the possibilities of rhythm in children's verse. After the pleasure of the listeners had been expressed, Miss Doren, who had so ably conducted the institute, gave a brief and most helpful talk along lines of especial interest to the librarians present, and expressed her heartiest appreciation of the courtesies extended by the library workers and other residents of Traverse City. Mr Sprague, president of the library board, responded cordially for Traverse City, and thanked Miss Doren for honoring them with her presence.

Mr Koch then followed with an able talk on the Library of congress and other printed cards, treating the subject both historically and practically, illustrating it with miniature catalogs.

With a few apt remarks, Mr Ranck then closed the formal sessions of the institute, which had been attended by representatives from the libraries and schools of Ann Arbor, East Jordan, Frankfort, Grand Rapids, Lansing, and Manistee.

The evening was devoted chiefly to social pleasures. The audience assem-

bled at 8.30, however, to listen to an inspiring address by Mr Ranck on Interesting the public in libraries. He explained briefly the coöperation of the State board of library commissioners and the Michigan library association in the institutes; traced the historical and general growth and extension of public libraries, emphasizing the fact that libraries stand for adult education—for a practical uplift in daily life; showed the importance of a wise selection of books as they are the idea formers of a community; spoke of a wide range of methods which might be used in attracting the public to a library and forcibly uttered the warning that results were the test of all work, and that the library must "make good" to its patrons—by service rendered to them when they come to it, but most of all by becoming the greatest character builder in the town.

At the close of these remarks 100 invited guests sat down to a delicious repast provided for them by the Woman's club. This was followed by an interesting program presided over by Mr Sprague, who, in his witty manner, called upon the Mayor (Friedrich), an alderman (C. E. Murray), superintendent of schools (I. B. Gilbert), Mr Koch, Mr Ranck, and Miss Humphrey, for appropriate speeches, which were given according to the mood of each speaker. Other amusement was lent to the occasion by humorous songs and declamations. At a late hour the audience dispersed, the visitors feeling that the institute had been worth while if only for the benefit which they had derived from it individually.

GERTUDE P. HUMPHREY,
Sec. M. L. A.

Public library, Lansing.

A small boy calling at a public library for a book for his mother recently said: She don't want none of them seven-day kind, though, 'cause we had some of them living down by our house and she didn't like them.

Interesting Things in Print

The Joliet *Republican* of recent date devoted a whole page to a write-up of the Public library of that city. Illustrations and statistics, together with some sound library doctrines by the librarian, Mrs Kate A. Henderson, make up a most interesting and helpful account of the good work this library is doing. The children's room of this library is one of the most beautiful rooms in the whole country and is doing some notably good work.

A volume that has been very helpful in many ways is Catholic dictionary and encyclopædia of religious information. It contains 950 pages on the doctrine, discipline, rites, ceremonies, councils and religious orders of the church.

The Indiana state library has issued a list of the books in embossed type in that library. These are sent to any reader in the state free of charge and without post charges.

An exceedingly strong article on Aims in book buying is found in *The library*, January edition.

The leading articles in the February 1 number of the *Dial* are devoted to various phases of libraries. The leading editorial calls attention to the great disproportion in the space allotted to other laboratories in school buildings and the space devoted to the library and its work. Dr Melvil Dewey has a characteristic article, timely and to the point, on Field libraries, referring to traveling libraries of various sorts.

The Finsbury public library (Eng.) issues a Quarterly guide for readers containing a complete annotated list of books added to the library, with notes and information for readers, etc. It is distributed gratuitously and contains much helpful information for the public. Such a pamphlet, useful and well gotten up, must be very popular with the patrons of the library.

The Oregon library commission has issued a list of references to literature dealing with railroads and the state.

Library Meetings

California—The meeting of the California library association opened at 9.30 a. m., December 27, in the Unitarian church, Berkeley, Pres. Lichtenstein in the chair. About 200 were present. The first paper was presented by Mr Cubberley of the Department of education, Stanford university. He emphasized four things that the state library can do for schools outside of large cities:

The state library should send a traveling library to each school in the state, and there should be cooperation in selections with the county superintendent. The state library can collect and distribute pictures for loan collections to the schools for special work. The state library can collect lantern slides. The state library can issue a series of bulletins for teachers on special subjects for supplemental reading.

The discussion was lead by Prof. Ackerman, state superintendent of public instruction, Oregon. He said in brief: There are three classes of people we must care for—the child at home who has books and likes them; the street gamin who knows nothing about them; the child who is compelled to go to the country school for books.

D. H. White of Solano county suggested that lists of books be sent to country schools; also that each district have a paid librarian to select, buy and care for the books in schools.

Mr Greene of Oakland, of the State library, spoke of the law of 1903, which enables the State library to distribute books throughout the state without charge. Mr Bruncken added that it ought to be the business of everyone interested to talk with newly elected members of the legislature and insist upon a liberal appropriation for school libraries.

Mrs Whitbeck, librarian of the juvenile department, Berkeley public library, spoke of the methods of interesting a child in reading. She suggested the use of all helps, such as catalogs, annotated lists, etc. Also suggested placing non-fiction books on upper shelves where they would first attract the eye

of the child, and fiction on the lower shelves. She suggested bookmark lists, picture bulletins, and a shelf of books underneath the bulletin to supplement it. Also spoke of the story hour and its good influence on the children. She thinks the librarians ought to be familiar with the juvenile books, that they may be more helpful.

The next paper was by P. W. Kauffman, city superintendent of schools, of Pomona, and was read by Miss Prentiss. The subject was Methods of attracting the teacher. The discussion on the paper was opened by Miss Schallanberger of the State normal school, San Jose, who spoke of the collective method of dealing with children. She thought that if children like mechanical work more than books they should be allowed to carry out their ideas, but in such a way that the mechanical should lead up to the library. She laid stress on the value of discussion between teacher and pupils of the books read out of school by the latter, and of the study of art and music.

Mr Young of the Lowell high school thought it easier to get reading done in elementary schools, and spoke of what the Lowell reading club has accomplished.

Prof. Kellogg of the Hamilton grammar school said that the teachers should interest the pupils in good books and that the children should be given freedom in their choice of books. Also thought auxiliary reading essential to train children in the use of books.

At the morning meeting on December 28, F. F. Bunker of the State normal school of San Francisco read a paper on Should the state texts be supplemented? Mr Bunker said in substance: There is a general feeling among teachers that they should use text-books only; but the new education is a desire to enrich the course of study by supplemental reading, by nature study excursions, etc. Text-books are written to sell, and are therefore limited. The school and library should work together.

Open discussion followed.

F. B. Cooper, superintendent of

schools, Seattle, read a paper entitled *Is there a need for instruction in library methods by normal schools and universities?* He advocated coördination. The discussion was lead by Dr Jessie B. Allen of the State normal school, Los Angeles. She said: The normal course is very full, and information as to library methods should be restricted.

J. C. Rowell of the State university library said: All cultivated people should know books, and how to use them. Country school-teachers should have instruction in elementary library economy. He spoke of the summer session of the library school for teachers.

L. D. Harvey of Wisconsin said: We put libraries in the schools and they are not always used. Teachers do not realize the importance of a library. They need first to have a knowledge of books, and should be taught the efficient use of the library. A general discussion followed.

On December 29, the meeting was held in the Christian church, Berkeley. The general subject was *Coöperation between teacher and librarian*. The first paper was read by Miss Adams of the Laguna Honda school, San Francisco, on the question, *How may librarians best acquaint themselves with the needs of the schoolroom?* She cited what has been done by librarians in eastern cities to help the schools. She suggested that when library books are sent out to schools, a library assistant should be sent to the schools to take statistics and to make and receive suggestions.

Miss Adams emphasized the need of developing the library habit. Teachers should know what the library contains, and children taught the use of it. The library can prepare lists for teachers, and can group books on certain subjects for use by the pupils.

Miss Russ of Pasadena sent a paper which was read by Miss Sawyer on the subject, *How teachers may make themselves familiar with the possibilities of the public library*. First, by coöperation with the library. Next, by using helps in the way of catalogs, book-lists, indexes, guides, etc. She spoke of old

and new ideals and of the reason the public schools need a public library; of the need of the right kind of literature; of special topics for collateral reading; of the value of coöperation in the book purchases. She finished with a plea for more active work and interest on the part of the teacher. The discussion was lead by Miss Weed of San Francisco public library. She said the fact ought to be emphasized that the child's choice of books is usually guided by the teacher. Teachers ought to visit libraries often. She questioned, *Do the teachers take advantage of what is offered by the library?* There are 1200 teachers in this city and only 100 have taken out cards at the public library.

Mr Barker of Eureka gave advice to teachers to study the literature of the subject in hand, and then to study the library; to use the A. L. A. index and other helpful lists. Some country school boards turn over the business of buying the books to the publishers; the result is that the school library is not a good one. He made the following point emphatic, that a list of books made out by librarian and teacher should be incorporated in the course of study. He suggested that the Teachers' association might bear the expense of such a list. He said further that we must educate the youth, if we expect good citizenship.

The next paper was read by G. T. Clark of the San Francisco public library on *Methods in school circulation of library books*. He said in substance: There are 3274 school districts in this state, and about 70 public libraries. The methods of school circulation must differ to suit local conditions. The system adapted to the needs of a town of 4000 will not suit a city of 400,000. Three methods have developed for the circulation of library books through the schools. The simplest is that by which the children are sent directly to the library with a list of books assigned by the teacher. The second method is that by which books are loaned to classes on teachers' cards. The third method is that of classroom libraries. Under

this method the library has a school duplicate collection made up of books suitable for circulation in grades. Any of these methods demand continuous activity of school and library.

The discussion was opened by Mr Millspaugh of the State normal school, Los Angeles. He attributed the success of different methods of circulating books in schools to the interest of the teacher. He said: There are not libraries enough to supply the demands of school. He suggested excursions to the library with the teacher, to browse for an hour or so among the books. Miss Smith of Chico thought the discussion had been limited to city schools. She thought a room should be set aside in every school for a reading-room, where a miscellaneous collection of books, pictures, etc., would attract the children.

C. C. Hill of Palo Alto continued: A large library may be ineffective through poor management, and a small library effective because of good management. He said also, there should be more freedom in school and library administration. Let the schools use their influence to get more funds for the libraries. Mr Greene followed and said: To solve the question of coöperation there should be a large amount of money. Teachers should not be responsible for the library books used in their classes, and they should report on the use of the books. Mr Greene moved an appointment by the president of three teachers and three librarians to consult and report on the relations between libraries and schools. This was seconded. The president remarked that this meeting between librarians and teachers had been productive of good, and that the relationship ought to be continued.

The resolutions adopted were as follows:

Resolution by Mr Barker of Eureka:

Resolved, That this association appoint a joint committee of seven teachers and librarians to prepare a graded list of books for children, to be published at the expense of the California teachers' association, to be used throughout this state.

Resolution by Mr Greene of Oakland:

Resolved, That the President appoint three librarians and three teachers to consult and report on the relations between libraries and schools.

Introduced by Mr Rowell, University of California:

Resolved, That the California library association desires to express its pleasure on the opportunity of meeting the members of the California teachers' association and of exchanging views with regard to our common endeavor to advance intellectual, moral and social standards in this great state.

It has been most clearly demonstrated that the lines of work of both library and school intimately interlace during the years of formal instruction, and that the library is prepared to develop and carry out later on the ideals of the school, and thus become a true "people's university."

The librarians wish to go on record as offering to teachers cordial and hearty support with all the means at their command. We earnestly hope that this series of union meetings, made so helpful and interesting by the coöperation of Pres. James A. Barr, will be the forerunner to similar meetings held regularly at general sessions and county institutes of teachers.

We seek results; and the best results, the fullest efficiency, of our work can be attained only by comparative discussion and mutual understanding of the aims and methods of school and library.

North Dakota—The North Dakota library association was the outcome of an enthusiastic meeting of librarians from over the state, and others interested, held at the Fargo public library building January 18. From the speeches and informal talks which were given, and facts illustrating conditions in the several localities where there are library buildings, or library associations, it is evident that there is a growing substantial interest in libraries among all classes of people and that all over the state attempts to stunt them are likely to be met with a rebuff.

F. J. Thompson of the Fargo city library presided over the meeting. Considerable impetus to the proceedings was given by Elizabeth Abbott, librarian of the Grand Forks city library, who made a strong plea for the proper support of libraries. She told of the liberality of the people of Grand Forks toward their library and how jealously they guard its interests. The city's ap-

propriation this year was \$2800, and for the coming year the amount will be \$3000. Miss Abbott read a very valuable paper on Hints to librarians. Another address was given by W. L. Stockwell, head of the state educational department, and Prof. Max. Batt of the Agricultural college gave some practical suggestions. The trend of the talks was along the line of creating a healthy public sentiment, for it has been proven that where people thoroughly understand the work and object of public libraries especially, they are usually anxious and willing to help by voice and influence.

The following officers were elected and it was decided that the next meeting be held in Fargo during the sessions of the State educational association, in December, 1906: President, F. J. Thompson, Fargo; vice-president, Miss McDonald, Valley City; secretary-treasurer, Elizabeth Abbott, Grand Forks.

On motion it was unanimously decided that the association officers, W. L. Stockwell, state superintendent of instruction, and Dr Batt of the Agricultural college, comprise the executive committee.

Tennessee—The second annual meeting of the Tennessee library association was held at Nashville on January 17-18. A hearty address of welcome was extended by Gov. Cox. He spoke in a glowing fashion of his devotion to the cause of the library and pledged himself, as governor of the state, to the plan of establishing circulating libraries in the rural districts. He also hoped that the association might secure a state library commission, and promised his support to all library movements in Tennessee.

Mayor Morris of Nashville also made an address of welcome in happiest terms. G. H. Baskette, president of the association, responded in behalf of the association, and expressed satisfaction at the interest expressed by the governor and mayor.

After the preliminary business of the association was disposed of, Miss Lauderdale read a paper on How the library spirit may be advanced in the South.

She said, in part: The activity of libraries is of almost national character and would be if the South was further aroused. The press, schools and clubs should all be a propaganda for the library spirit. While much progress has been made in the past six years, library spirit will not have more than a beginning until the library comes to be recognized as a complement to the schools and as educational factor. This can be done only in one way and that is by the formation of an organization of southern library workers to meet in conjunction with the Association of colleges and schools or with the Southern educational association.

The question of a Southern library association thus came up for discussion. Miss Johnson of Nashville spoke strongly in favor of it and presented resolutions setting forth the necessity of such an association. These resolutions were framed by the officers and committee of the Tennessee library association.

After considerable discussion Miss Skeffington, state librarian, offered the following resolution:

Whereas, This association endorses and approves of the action of the officers and executive committee of the association in recommending the formation of a Southern library association, be it therefore

Resolved, That the officers and executive committee of this association be constituted a committee to prosecute the formation of a Southern library association with a view to having the organization effected at the time of the meeting of the Southern educational association in 1906. In this movement the cooperation of all educational associations and women's clubs of the South is solicited.

The resolution was adopted unanimously.

G. H. Baskette reviewed the discussion of the subject at Atlanta, explaining that the resolution passed at that meeting was, in effect, only a postponement of the organization and was not intended to dispose finally of the proposition.

Miss Johnson then read a number of letters congratulating the Tennessee library association on its splendid progress. A letter from Mrs Ross at North

Carolina stated that the A. L. A. had been invited to Asheville in 1907. Miss Johnson stated if the A. L. A. did go to Asheville, or wherever it might go, that the South should have a large attendance.

The second session was held jointly with the Public school officers association of Tennessee with several hundred persons present. The principal topic was Library legislation. Miss Skeffington, state librarian, gave a forceful paper on What is needed in Tennessee in the way of library legislation. Prof. Lyons of Murphysboro made a strong plea for the public schools in the country. Miss Johnson discussed the subject and moved that a joint committee be appointed from the Tennessee library association and the Public school association to frame a bill covering library legislation needed in the state, this bill to be presented to the next legislature. The motion was carried.

A number of interesting addresses, all favoring extension of library work, were made by members of the Public school officers association.

The third session was also a joint meeting of the two bodies. The meeting was presided over by Mr Baskette, president of the Library association. The topic of the evening was the Educational force of the library. Eminent educators of the state made strong pleas for enlarged library facilities to aid in the educational work of the schools and colleges. Great interest was displayed in the topic and the discussions were animated. The meeting partook of the nature of an educational rally such as had not been held in Nashville for many years.

At the close of the session Miss Johnson, the secretary, read a letter from friends in the north disapproving of the formation of a separate association of librarians of the South, but the meeting had already passed resolutions and, while thanking those interested, felt that final action had been taken.

The papers of the third session were devoted to Art and the public library, by

Mrs James Bradford, and Traveling libraries and women's clubs, by Miss Bloomstein, professor of history in Peabody college. Sabra Vought, State university of Knoxville, read a very helpful paper on Periodicals, which she said formed a large part of the reference material of the library. All these papers were very freely discussed. The last session was held on the afternoon of January 20. A goodly number was present.

The topic for the afternoon was a children's round table conducted by Miss Kellum of the Carnegie library at Nashville. A story hour was held in the afternoon to illustrate the work and hundreds of children had to be turned away from the doors because of lack of room. About 300 heard the story. The last paper was on cataloging and Library of congress cards by Miss Gordon. Miss Lauderdale offered the resolution that the Federation of women's clubs be asked to favor the organization of a Southern library association. The resolution was carried.

Prof. Wiley offered a resolution that the next legislature be asked to amend the law so that books may be loaned from the State library to responsible people in the state and also to clubs and schools. Carried.

The following officers were elected: President, G. H. Baskette, Nashville; first vice-president, Charles D. Johnston, Memphis; second vice-president, Mary Skeffington; third vice-president, Sabra Vought, Knoxville; secretary, M. H. Johnson, Nashville.

It was decided to hold the next meeting at Nashville the same time the Public school officers association held theirs. Meeting delegates with their expenses paid were sent from Paris, Jackson, Knoxville, and Murphysboro. Other members represented Memphis and Chattanooga.

A memorial library building is to be erected in honor of the late Pres. Harper of the University of Chicago. It is planned to cost \$1,500,000, which will be provided by popular subscription.

News from the Field

East

Dr E. W. Hall, for 40 years librarian of Colby college, has retired with title of emeritus.

Ellen T. Hill, librarian of Edgewood, R. I., has resigned her position to take up library work in the Public library of Los Angeles, Cal.

George Parsons of New York will erect a \$15,000 library building in the village of Kennebunk, Maine, where he is a summer resident.

Geo. W. Brown of Boston is building a \$20,000 library for Northfield, Vt. It is a handsome building and will be ready to occupy next June.

Margaret Whitney has been engaged to catalog the library of the American Oriental society at Yale university. Miss Whitney's appointment is of peculiar fitness, for her father, Prof. William Dwight Whitney, was one of the most active members of the society. He was librarian for 18 years; corresponding secretary and editor of its publications for 23 years; and president for six years.

Edward Browne Hunt, chief cataloger of the Boston public library, died suddenly February 10 of heart trouble while on a train on his way to his home in Dedham. Mr Hunt was 50 years old and a graduate of Harvard, class of '78. He had been with the Boston library for 23 years. He had a host of friends among the literary men of Boston, and was a member of the St Botolph club and other social organizations.

The eighth annual report of W. C. Lane, librarian of Harvard university, still presses the need of more room and means. In the past 10 years the amount given for books has increased 50 per cent; the expenditure for service has increased less than 10 per cent; this increase does not represent an increase in rate of payment but in the number of hours of work. The plea for betterment is a strong one. Prof. Coolidge has sent abroad a representative, Mr

Lichtenstein, to buy foreign books for the special collections. The additions to the library the past year number 28,782v., making a total of 700,342v. and 400,650 pamphlets.

An important addition has been made to the library of Wesleyan university, Middletown, Conn., by acquiring the library of the late James Cooke Van Benschoten, for 39 years professor of the Greek language and literature in the university. This collection, consisting of 4300 bound volumes and many pamphlets and periodicals, was purchased by friends of the university at a cost of \$1500 and presented to the library. Its especial strength is in sets of classical periodicals, editions of the Greek writers, works on Greek art, and books dealing with the New Testament. There are in the entire collection very few books duplicating those already in the main library.

Central Atlantic

East Orange, N. J., has received a gift of \$20,000 from Andrew Carnegie to build two branch libraries.

Edith John, librarian of Media, Pa., has resigned to take charge of a children's room in a Carnegie branch in Brooklyn.

Andrew Carnegie has agreed to give \$50,000 to Swathmore college for a library building, provided the college raises a similar amount for maintenance.

Plans are being carried into effect looking to the completion of nine of the branches of the Philadelphia free library provided for by the gift of Mr Carnegie. Four are about ready for occupancy now.

May C. Nerney, New York '06, has been appointed secretary to Edwin H. Anderson, director of the New York state library. Since 1903 Miss Nerney has been at the head of the history section of the State library.

Lucia Tiffany Henderson, for some time connected with the Buffalo public library, has been elected librarian of the James Prendergast library of Jamestown,

N. Y., to succeed Miss Hazeltine, who goes to Wisconsin library school as director.

The club women of Jamestown, N. Y., met in the Prendergast library on learning that Miss Hazeltine was going to Madison and presented her with a handsome diamond ring as a recognition of her work among them personally and professionally.

The report of the Carnegie library at Homestead shows one volume in the library for every eligible reader which includes the township with the exception of Duquesne. One-fifth the population are readers. The circulation last year was 145,844v.

Annie Carroll Moore, children's librarian at the Pratt institute free library, Brooklyn, N. Y., has been appointed supervisor of children's work in the circulation department of the New York public library. She sails for Europe March 3 and will take up her work on her return July 1.

H. M. B. Sherwin, until recently librarian of the Forman library at Olean, N. Y., resigned her position to be married on January 24 to Wilbour Scofield of Titusville, Pa. Previous to her taking charge of the Olean library in January, 1905, Miss Sherwin was engaged in library work in Fort Worth, Texas.

A public library has been established at Wernersville, Berks Co., Pa., by popular subscription. T. C. Bricker is president, L. G. Yoder secretary, and H. B. Werner treasurer. Printed matter that will be of service to the officers and library, such as pamphlets, bulletins and reports issued by libraries and institutions, as well as catalogs of publishers and booksellers, will be gratefully received.

Florence Russell, reference librarian of Public library, Trenton, N. J., has resigned her place to accept a similar position in the Public library, New Haven, Conn. Norma B. Bennett, formerly assistant in charge of the circulation of Trenton public library, has been ap-

pointed reference librarian. W. R. Cottrell of Princeton university library has been appointed assistant in charge of the circulation.

A historical society has been organized as a department of the Binghamton (N. Y.) library with Mr Seward, the librarian, as custodian. A large room on the second floor of the library building has been designated by the trustees as the depository of the society. There are about 125 names on the charter roll and much valuable material, such as the original deeds of Broome county, old maps and records, will come into the custody of the society. A historical and art loan exhibit will be made by the society this winter. Among the speakers on the society's lecture list are Frank H. Severance of the Buffalo historical society and Francis W. Halsey, author of Old New York frontier.

Central

Grace O. Edwards, librarian of Superior, Wis., has been granted a two months' leave of absence.

Pella, Iowa, has received a gift of \$10,000 from Mr Carnegie for a public library on the usual conditions.

Col. V. Warner of Clinton, Ill., has offered to give a site and build a \$10,000 library provided the city maintain it.

Iowa City (Iowa) public library has received a gift of \$1000 to be used for buying books, from the heirs of the late L. B. Patterson.

Margaret Rogers, librarian of Public library, Kenton, Ohio, has resigned her position. Miss Rogers was librarian there for 14 years.

The librarians of St Paul and Minneapolis have organized a club for mutual improvement and helpfulness to be known as the Twin City library association.

Edith H. John has resigned from the Media (Pa.) library to go into the children's department of the Greenpoint branch of the Brooklyn public library. Rebecca Smedley jr succeeds her.

Elizabeth Selden, who has been for eight years assistant librarian of the Duluth (Minn.) public library, has resigned there to accept a position on the staff of the Brooklyn public library.

The Newberry library of Chicago has disposed of its valuable medical collection, including the Senn library, to the John Crerar library. The collection will remain housed in the Newberry library until the John Crerar library removes to its new building but will be administered by the latter library.

Andrew Carnegie has offered \$12,500 to Galena, Ill., for a public library. This offer has been met by a citizen of the town with a like sum. The plan is to place a \$25,000 building in the Grant park. B. F. Felt founded a public library in Galena in 1892, which has grown to 7000v., and is at present housed in the Federal building. His daughter makes this last gift.

West

The annual report of Margaret Bowden, librarian of Helena, Mont., shows a home circulation of 78,608v. on 7000 borrowers' cards with 37,255v. in the library.

Pres. C. E. Dickinson and three other members of the Denver library board resigned because of continued interference and criticism, on the part of the public, of their plans and ideas in regard to building the new library building.

South

The city council of Louisville, Ky., has accepted Mr Carnegie's second offer of \$200,000 for eight branch library buildings.

Pacific Coast

As a result of the library organizers sent out by the California state library public libraries have been established in Salinas, Gilroy, Oroville, Auburn, Placerville, Rocklin, Lincoln, Biggs.

Foreign

J. P. Edmond, since 1903 librarian of the Signet library in Edinburgh, died after a short illness, January 30. He was assistant librarian of Sion college, London, 1889-91; librarian of the private

library of the Earl of Crawford at Haigh Hall, Wigan, 1891-1903. Mr Edmond was the author of much valuable bibliographical work, notably in connection with Scottish printing, in which he was recognized as a leading authority. He also made catalogs of Chinese books and manuscripts, of English newspapers from 1641 to 1666, and of a collection of 1500 tracts by Martin Luther and his contemporaries. Mr Edmond was this year president of the Edinburgh bibliographical society, to which he had made some valuable contributions.

The new building for the Mitchell library in Glasgow will occupy a site in North street, to the east of the St Andrew's halls, extending from Berkeley street to Kent road. The length of the building from north to south is about 189 feet, and the depth from east to west about 105 feet, and there will remain a considerable space between the library and the halls available for extension of the library in the future. The accommodation provided includes a main reading hall, 110 feet by 51 feet, arranged for 300 readers; students' room for 50 readers, ladies' room for 50 readers; magazine room for 200 readers; and suitable apartments for the Jeffrey reference library, for the Glasgow collection, and for the Burns library and Scottish poets' corner. Provision is made for the convenient storing of about 400,000v., and for the necessary administrative offices. The estimated cost of the building as approved by the corporation is £52,850. The architect is William B. White of Glasgow.

Title-page and Index to Vol. 10

The title-page and index to Vol. 10 of PUBLIC LIBRARIES was inclosed in the January 1906 number of the magazine. Several requests have come from binders to send these pages in quantity. It is not our purpose to do this. If after looking carefully they are not found as stated, an order from the subscriber will be given prompt attention, but it is pretty certain that such an order will not be given.

Book Buyers' Aid

The new books of all publishers are listed in our **Monthly Bulletin of New Books**. Wherever titles are not explanatory, such description is given as will make it possible for the reader to obtain an accurate idea of the book.

Books of all publishers

are carried in our stock, which is larger and more general than that of any other house in the United States.

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given prompt and intelligent service. Our large stock and extensive library experience enables us to give valuable aid to libraries and librarians.

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BOOKS

ANNOTATED LISTS

Literature of American history, ed. by J. N. LARNED. Cloth, \$6.00; postage, 30c.

Supplement for 1901, ed. by P. P. WELLS. \$1.00; postage, 10c.

For continuation see below under Catalog Cards.

Guide to reference books, by ALICE B. KROEGER. \$1.25; postage, 10c.

Books for girls and women, ed. by GEORGE ILES. 90c.; postage, 10c.

Reading for the young, supplement by M. E. and A. L. SARGENT. 50c.; postage, 10c.

List of French fiction, by MME. CORNU and WILLIAM BEER. 5c.

Books for boys and girls, by CAROLINE M. HEWINS. Second edition. Price 15c; \$5.00 per 100

A. L. A. booklist, 50c. a year (8 nos.)

A. L. A. index to general literature. Second edition. \$10.00; postage, 52c.

A. L. A. index to portraits. *In preparation.*

Subject headings for use in dictionary catalogs. \$2.00; postage, 12c.

Library tracts on subjects pertaining to the establishment and maintenance of public libraries.

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| 1. Why do we need a public library? | } \$1.00 per 100
if ordered in lots of 50 or more |
| 2. How to start a library, by G. E. WIRE. | |
| 3. Traveling libraries, by F. A. HUTCHINS. | |
| 4. Library rooms and buildings, by C. C. SOULE. | |
| 5. Notes from the art section of a library, by CHARLES AMMI CUTTER. | 5c. each; \$2.00 per 100. |
| 6. Essentials in library administration, by L. E. STEARNS, 103 p. | 15c. each; \$5.00 per 100. |
| 7. Cataloging for small libraries, by THERESA HITCHLER. | 15c. each; \$5.00 per 100. |
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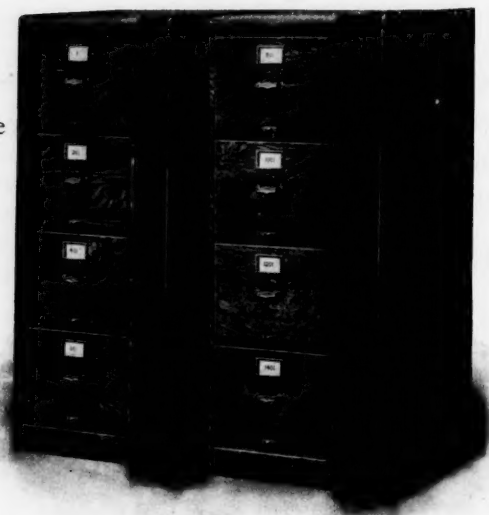
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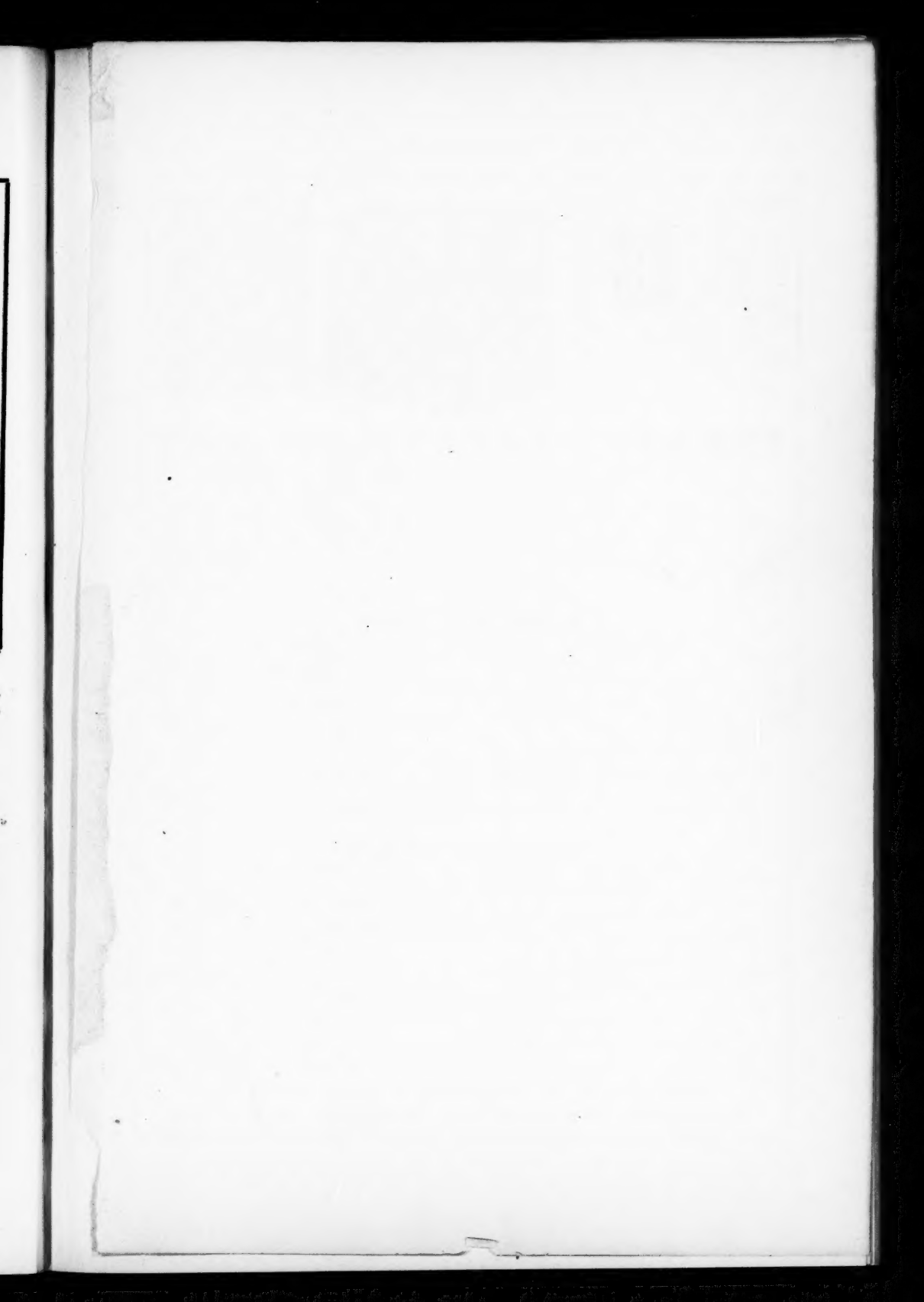
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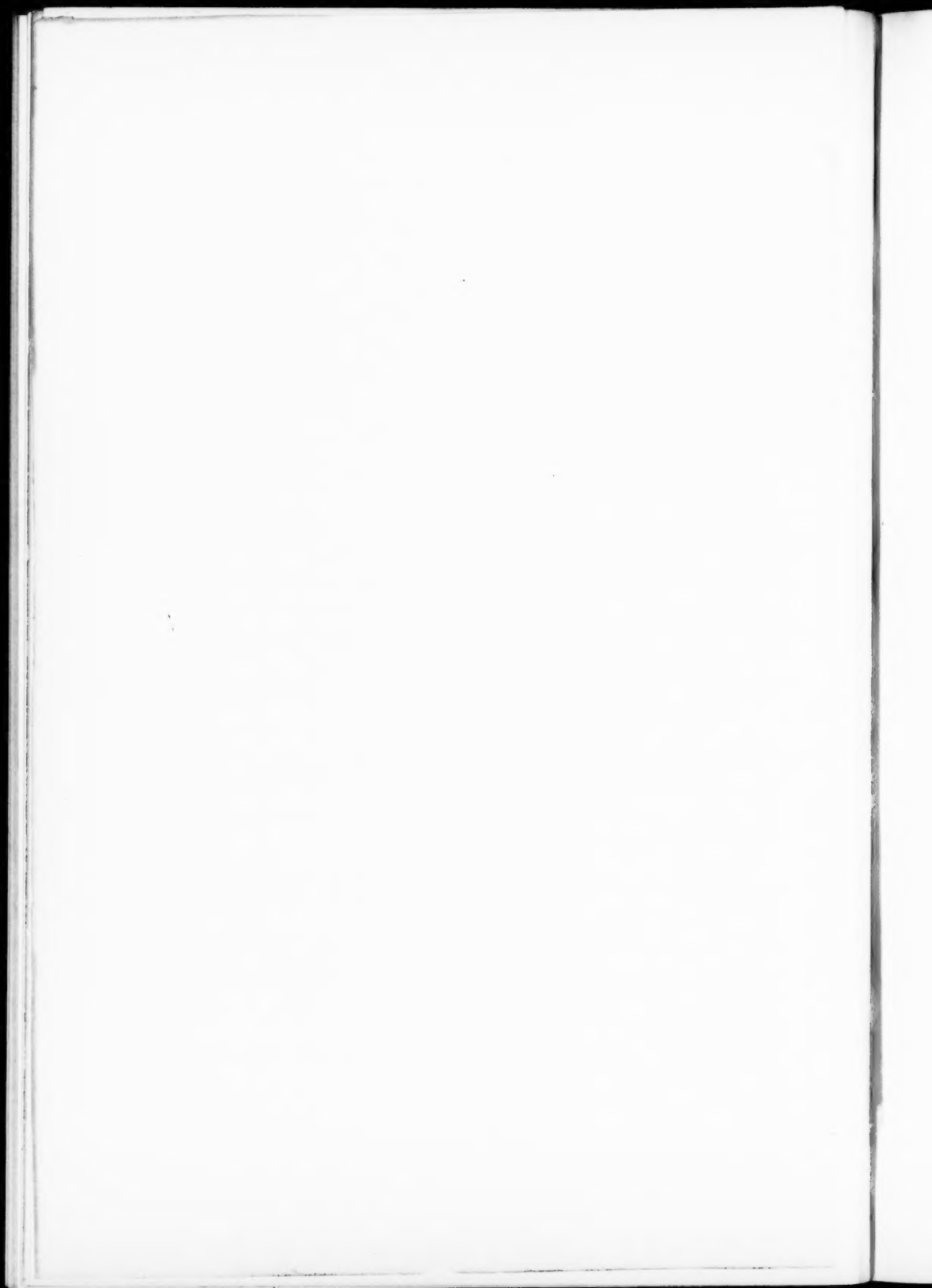
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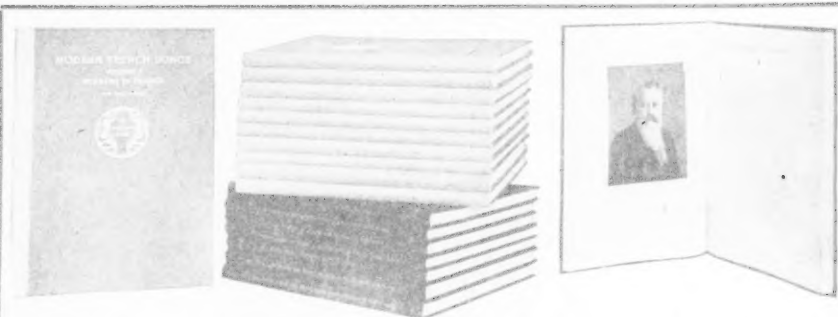
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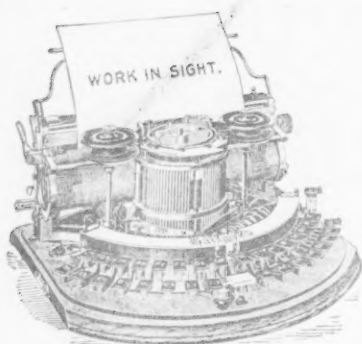
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